

# The Single Plan for Student Achievement

**School:** Banyan Elementary School  
**CDS Code:** 56 73759 6055867  
**District:** Conejo Valley Unified School District  
**Principal:** Allison Kennedy  
**Revision Date:** 11/30/17

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

### Banyan Elementary School's Vision and Mission Statements

The Banyan faculty and staff view their mission as: "Building the Future through Personal Growth and Academic Success." Students strive to be their best in academics, citizenship, technology and the arts. Our supportive school environment helps each child meet his or her potential. We make student centered decisions that empower each learner to be a champion for success.

### School Profile

Banyan Elementary School is nestled in a charming, residential area of Newbury Park, California with amazing views of Mt. Boney and in close proximity to the beautiful national park lands.. Children at Banyan Elementary School not only enjoy breathtaking scenery, they also receive a rich academic and social education delivered by highly skilled teachers and staff who are greatly supported by administration, parents and community members. Banyan students are building strong skills in the educational arena and are developing relationships in a culturally, linguistically and socioeconomically diverse environment.

"Effort Equals Success" is the message our students live by at Banyan. They strive to do their best in academics, citizenship, technology and the arts. The Banyan faculty and staff views their mission as: "Building the Future through Personal Growth and Academic Success." The school is home to 463 Kindergarten-5th grade students, 20 General Education Teachers, 1 Special Education Teacher and a team of classified staff members and specialists. Together, our faculty, staff and parents work to help each child experience success. We believe, with guidance and support, every child can achieve!

In addition to meeting District and State Standards, Banyan's academic programs are enriched by the joint effort of our School Site Council, ELAC, and PTA. Our School Site Council/ELAC oversees budgets and works in tandem with the Principal and PTA to provide support for our faculty, staff and students. Through the site budget, specialists are hired to help support our Enrichment Block (Eblock)/intervention programs. Our Eblock program is designed to target the academic needs of all levels of learners. In addition to our Eblock program, academic intervention is provided during the school day to support students at all grade levels. To enrich our ELA and Math programs, Banyan continues to be progressive in the area of technology. We have purchased a myriad of web based software programs to assist with building student achievement both at school and at home. Banyan is one of the District's leaders in Smartboard/technology education. Our teacher trainers incorporate advanced technologies to maximize educational impact. Teachers at all grade levels are using state of the art technology to enhance our educational programs. Our teachers create student centered lessons that engage and inspire learners.

Banyan Elementary has a very supportive school community. Our PTA works diligently to ensure that our children are provided with outstanding programs to enrich their education. They hold several fundraisers during the year to fund our Art, Music and Physical Education programs. In addition, PTA also provides an assortment of professionally presented enrichment assemblies for our children. There are many opportunities for parent involvement. Parents participate in organized committees such as the PTA, ELAC, Community Outreach and School Site Council. Parent volunteers assist in classrooms, work in the library, provide enrichment lessons in art, act as coaches in the Odyssey of the Mind program, assist with organizing our Lunch Bunch events for our GATE students, and participate in a variety of activities offered throughout the year. The partnership between school and community is illustrated by the countless hours of volunteer time. We have a strong communication system which includes: Banyan's marquee, our weekly Cat Tales newsletter, a monthly calendar, Eblast, Twitter, school website, as well as our Parent Link call/email system. In addition, our PTA's communication board, Facebook page, Twitter and website keeps parents informed about our numerous activities offered. Our school community participates in our weekly Bobcat assemblies, monthly restaurant night fundraisers, activities and school improvement projects. If you would like more information about Banyan Elementary, please contact Allison Kennedy, Principal at (805) 498-6641. Updated information is provided on Banyan's website at [www.conejousd.org/banyan](http://www.conejousd.org/banyan).

We are very proud of our school and invite you to see the magic first hand by visiting, volunteering, or following us on social media.

## **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).

Banyan's school-wide survey was distributed to all stakeholders in early May 2017. Only a small number of surveys were returned. The majority of comments were positive. A few people commented that they want more ongoing communication from teachers regarding student progress throughout the year.

### **Classroom Observations**

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

All teachers receive at least one formal observation by the site administrator. Probationary and Temporary teachers receive at least two formal observations. Mrs. Kennedy regularly conducts informal classroom observations and walk-throughs. All teachers meet with the site administrator to discuss their observations and are given commendations regarding instructional practices and recommendations for future growth. Site and/or district based professional development is designed to enrich the educational program for all students and provide teachers will tools to ensure that all levels of learners are being provided with instruction to meet their diverse needs,

### **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)

Students in grades 3-5 took the CAASPP in language arts and math in Spring 2017. Students in grade 5 took the CAAST in science, although this was a pilot year and we will not receive data. Students with 504's and IEP's were provided accommodations on their state exams. Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), unit tests, theme tests and teacher created formative assessments. Math assessments include: end of course exams, district benchmarks/pilot curriculum benchmarks, unit tests, chapter tests and teacher created formative assessments. English language development assessments are also utilized to modify instruction and improve student achievement, including: California English Language Development Test (CELDT), A Developmental English Proficiency Test (ADEPT) and Carousel of Ideas unit tests and listening and speaking assessments.

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

Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use unit and theme tests to pre and post assess students to measure progress and determine areas for preteaching and reteaching. Our District's student data management systems, EADMS and ELLEVATIONS, provide us the ability pull reports to monitor student progress. Teachers/district personnel upload testing data that is then used to evaluate student achievement and performance.

Staffing and Professional Development

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

100% of teachers are credentialed and properly assigned.

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

Professional Development 2016-2017:

6 hours site PD (includes 1 hour for Armatus training)

6 hours district sponsored PD.

All Professional Development is in alignment with district LCAP Goals.

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

Teachers new to a grade level or to our district are given professional development on grade level/content area materials and assessments including reading, writing, ELD, and math. Teachers are offered ongoing professional development opportunities based on California State Standards and CAASPP assessment preparation. School sites design professional development opportunities at the site based on data analysis of students.

Professional Development Focus: Differentiated Instruction to meet the diverse needs of our student population.

MTSS- Academic (for both struggling and high achieving students) and Behavior Intervention Committees will meet monthly to focus on differentiation to build student achievement (all teachers participate).

September 2016- May 2017

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

Schools have access to two district TOSAs (Teachers on Special Assignment) in two focus areas: (1) English Language Development: site and district training on effective instructional strategies for English Learners, training on fidelity of adopted materials for ELD, and support for classroom teachers on planning/instruction for English Learners (2) Technology/Differentiation: District Leadership teacher training on California State Standards, support of our new GO Math program, technology and differentiation provides teacher leaders tools to design professional development to be delivered at site PD's. Our Coordinator of Instructional Technology provides assistance and support to our school sites by performing tasks related to data analysis, assessment preparation, alignment of assessments to California State Standards. The Coordinator also trains teachers on the use of technology for assessment and performance of students as well as data analysis or formative and summative assessments.

Each site has an upper grade and lower grade Leadership Teacher as well as a Gifted and Talented Education (GATE) Coordinator and English Language Development (ELD) Coordinator who provide professional development on site. This team of Teacher Leaders support the goals of each school site and are an integral part of each site's LCAP team.

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

Grade level teams collaborate two times per week during student PE time. Grade Level Meetings are designed for teachers to share best practices, analyze data to inform instruction, and create consistency of teaching practices within their grade level.

### Teaching and Learning

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

Our district uses state-approved instructional materials in all subject areas.

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

Teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student achievement.

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

Enrichment Block- PAWs (Practice & Achieve with Support): 4 times per week for 20 minutes. PAWS time is designed to provide targeted instruction to meet the diverse needs of all of our students. EL instruction, intervention, on grade level support and enrichment are offered to increase student achievement. This has been a very successful intervention program at Banyan. Students are receiving instruction based upon their academic needs.

#### MTSS:

Tier 1 Intervention: Within the classroom setting, teachers are differentiating instruction by incorporating small group instruction based upon the skill level of their students. Good first teaching is enriched with cooperative learning groups and activity centers, as well as an intentional focus on the use of all three modalities of learning (audio, visual, kinesthetic) to meet the diverse needs of students within the classroom setting. This model helps teachers to provide academic support for all levels of learners within the classroom.

Tier 2 Intervention: We have 2 intervention specialists and 1 intervention aide to support grades 2,3,4 and 5 in the areas of ELA and math. We are providing a pull-out (2nd and 3rd)-push-in(4th and 5th) model of instruction for our below grade level students. \*In addition- we have 4 Eblock intervention specialists and one intervention aide to assist with school-wide intervention.

Tier 3 Intervention: These students are receiving intensive intervention in a small group setting taught by a credentialed teacher.

#### Behavior Intervention:

The CHAMPS program is implemented in every classroom and throughout the school.

Class DoJo is used to provide students with immediate feedback for both positive support and redirection of behavior.

With all of our interventions, parents are kept informed of their child's progress. Communication is essential for a school to home/home to school partnership.

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

All students have access to appropriate California State approved curriculum in all content areas. Students in Special Education use the same state adopted curricular materials set forth by the school district as well as intervention curriculum to meet their diverse needs. English Learners receive instruction in content areas using standards-based instructional materials. In addition, EL students receive separate ELD instruction using the district adopted ELD curriculum.

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)

Intervention materials from the adopted curricula are utilized for students requiring additional support.

Opportunity and Equal Educational Access

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

Teachers utilize whole group, small group and independent work times, as well as, one on one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum.

All students are receiving morning intervention 4x per week through our Eblock program.

We have 2 intervention specialists and 1 intervention aide to support grades 2,3,4 and 5 in the areas of ELA and math. We are providing a pull-out (2nd and 3rd)-push-in(4th and 5th) model of instruction for our below grade level students.

3rd. 4th and 5th Grade: 8 weeks of before school intervention in the areas of ELA and math- after winter break.

1st grade is receiving a push-in intervention program in the areas of ELA and math, 3x per week , by our Resource teacher

Kindergarten: 8 weeks of afterschool intervention in the area's of ELA and math- after winter break.

14. Research-based educational practices to raise student achievement

The following research-based educational practices are utilized: SDAIE strategies, differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole group settings, productive partnering, and cooperative learning.

Parental Involvement

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

Our after-school programs include: woodshop, soccer, theatre, karate, Adventure Club, Young Rembrandts, baseball skills, band and chorus.

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)

Opportunities for Parental Involvement: At Banyan, parents participate in organized committees such as the PTA, ELAC, Community Outreach and School Site Council. Parent volunteers assist in classrooms, work in the library, provide enrichment lessons in art, act as coaches in the Odyssey of the Mind program, assist with organizing our Lunch Bunch events for our GATE students, and participate in a variety of activities offered throughout the year.

### Funding

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

See goals and budget pages as part of SPSA.

18. Fiscal support (EPC)

See goals and budget pages as part of SPSA.

### **Description of Barriers and Related School Goals**

Barrier 1: The multiple academic needs of our diverse student population are barriers at Banyan. We have been addressing the need for differentiated instruction for our GATE, ELL, SPED, students achieving above, on and below grade level through our Eblock and our MTSS programs within the school day. One of the biggest challenges that we face in terms of targeted intervention is that many of our EL students need both ELD instruction and intervention. This year we are reformatting our "E-block" and ELD instruction to better meet the needs of our learners so that they have more access to appropriate accommodations.

Barrier 2: With limited funding, we are providing intervention during the school day to students achieving below grade level (previously known as below basic). However, we have several students that are far below basic that need more assistance than we have funding for. We need more assistance to provide help for our most struggling students and students new to the country.



## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	74	83	76	72	79	73	72	79	73	97.3	95.2	96.1
Grade 4	86	73	82	86	73	80	86	73	80	100.0	100	97.6
Grade 5	80	83	70	79	81	70	79	81	70	98.8	97.6	100
All Grades	240	239	228	237	233	223	237	233	223	98.8	97.5	97.8

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2454.0	2452.5	2446.0	40	35	34.25	17	25	26.03	22	23	21.92	21	16	17.81
Grade 4	2460.7	2527.4	2494.3	24	48	37.50	19	27	26.25	29	18	13.75	28	7	22.50
Grade 5	2524.6	2541.9	2552.5	27	35	44.29	38	35	28.57	20	19	12.86	15	12	14.29
All Grades	N/A	N/A	N/A	30	39	38.57	24	29	26.91	24	20	16.14	22	12	18.39

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	38	34	34.25	38	46	42.47	25	20	23.29	
Grade 4	24	40	37.50	42	45	41.25	34	15	21.25	
Grade 5	29	36	37.14	54	41	42.86	16	23	20.00	
All Grades	30	36	36.32	45	44	42.15	25	20	21.52	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	39	25	28.77	43	52	46.58	18	23	24.66
Grade 4	23	53	43.75	50	44	33.75	26	3	22.50
Grade 5	39	46	58.57	44	43	34.29	16	11	7.14
All Grades	33	41	43.50	46	46	38.12	20	12	18.39

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	35	30	24.66	54	58	65.75	11	11	9.59
Grade 4	20	34	20.00	63	63	62.50	17	3	17.50
Grade 5	22	26	32.86	63	60	57.14	15	14	10.00
All Grades	25	30	25.56	60	61	61.88	15	9	12.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	30	32.88	40	57	50.68	29	13	16.44
Grade 4	16	45	32.50	57	48	50.00	27	7	17.50
Grade 5	24	51	44.29	63	42	40.00	13	7	15.71
All Grades	23	42	36.32	54	49	47.09	23	9	16.59

**Conclusions based on this data:**

1. In terms of the percent of students scoring at the Above Standard level, our scores have remained fairly consistent from last year. Each grade level had slight increases or decreases in the four areas with a marked exception being a large improvement in 5th grade writing and listening.
2. When looking at the percentage of students scoring At or Near Standard at each grade level, again results were fairly unitary and consistent. It is our hope this year that increase in intervention will support these students in moving from this domain to above standards.
3. In reviewing the overall percentage of students scoring Below Standard, there was a slight increase in most categories. Most of this is attributed to our English Language Learners having a more difficult time on the assessment than their English Only counterparts. We are again hopeful that our new intervention model will address this concern and lessen the achievement gap. Overall, it is important to note that we were a 'Blue' pie in language arts indicating that the state found our achievement and growth successful.

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	74	83	76	73	81	74	73	81	74	98.6	97.6	97.4
Grade 4	86	73	82	85	73	81	85	73	81	98.8	100	98.8
Grade 5	80	83	70	79	80	69	79	80	69	98.8	96.4	98.6
All Grades	240	239	228	237	234	224	237	234	224	98.8	97.9	98.2

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2460.4	2445.2	2448.6	32	22	18.92	38	32	41.89	12	25	24.32	18	21	14.86
Grade 4	2476.8	2529.6	2497.2	12	45	33.33	33	36	27.16	42	12	23.46	13	7	16.05
Grade 5	2523.9	2516.8	2537.1	27	20	28.99	22	26	30.43	33	35	23.19	19	19	17.39
All Grades	N/A	N/A	N/A	23	29	27.23	31	31	33.04	30	24	23.66	16	16	16.07

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	48	38	39.19	34	36	41.89	18	26	18.92
Grade 4	25	63	48.15	53	27	20.99	22	10	30.86
Grade 5	32	23	37.68	39	40	39.13	29	38	23.19
All Grades	34	41	41.96	43	35	33.48	23	25	24.55

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	36	32	33.78	49	43	44.59	15	25	21.62
Grade 4	19	51	35.80	58	38	41.98	24	11	22.22
Grade 5	25	21	33.33	48	46	52.17	27	33	14.49
All Grades	26	34	34.38	52	43	45.98	22	23	19.64

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	41	32	25.68	40	59	59.46	19	9	14.86
Grade 4	18	51	40.74	48	37	34.57	34	12	24.69
Grade 5	22	19	31.88	56	58	50.72	23	24	17.39
All Grades	26	33	33.04	48	52	47.77	26	15	19.20

**Conclusions based on this data:**

1. For the Above Standard level the results show that Grade 4 showed outstanding improvement in all categories. Grades 3 and 5 decreased in all categories. Breaking this down further by tracking student cohort growth year to year, the results show a large increase for the students moving from third to fourth grade, and a slight increase for the students moving from fourth to fifth grade.
2. When looking at the percent of students scoring At or Near Standard, the percentage of grade four students went down in all categories due to the high number of students moving into the Above Standard level and the large decrease of the percentage of students moving out the Below Standard level. For grades three and five there were mixed results in the various categories. In Problem Solving & Modeling/Data Analysis, there was a decline and in Communicating Reasoning there was a large increase in grade three and a small increase in grade five.
3. In reviewing the overall percentage of students scoring at the Below Standard level the results show a sharp decrease for grade four in all categories. Grade three had an increase of Below Standard students except in the area of Communicating Reasoning and grade five had increases in all areas. Breaking this down further by tracking student cohort growth year to year, our third grade students there was a decrease in all domains (which is positive) and an increase in the percentage of our students in fifth grade, except in the area of Communicating Reasoning. Overall, our fourth graders carried our Math scores this past year.

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			***		***	***	***	***	***						
1	22	21	9	39	43	64	39	21	18		14	9			
2			15	25	6	38	38	50	31	31	38	15	6	6	
3				20	11	13	70	58	40		21	40	10	11	7
4			12		50	29	64	50	41	27		6	9		12
5				17	56	***	83	22	***		22				
<b>Total</b>	6	4	10	23	27	35	53	43	34	13	21	16	5	4	5

#### Conclusions based on this data:

1. Student are showing a general trend of improvement over time which is also evident in the dashboard results.
2. Our upper grade students who are in the intermediate and below categories often have other academic challenges (ie. SPED, unidentified SPED, focusing issues, etc.) that causes them to get "stuck" at a low CELDT level. We have ADEPT tested many of these students to get a more accurate read on whether this is language based or academic based. We then utilize the ADEPT results to work individually with these students within their areas of need.
3. The data shows that our students are in need of more than what we are providing them during our school hours. They need intense language support. It is recommended that our Rosetta Stone extends the school day to our EL students during a zero period, and then provide intervention/enrichment through our school-wide intervention program -PAWS Time. This will provide our EL students equal access to intervention and will allow them to have separate intentional EL instruction. This combination is critical for many of our students who need both ELD and academic intervention,

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			6	12	19	25	35	31	19	12	25	19	41	25	31
1	22	20	8	39	40	58	39	27	17		13	8			8
2			13	24	6	31	35	50	31	29	38	13	12	6	13
3				18	10	12	64	52	35		19	35	18	19	18
4			11		50	28	64	50	39	27		6	9		17
5				17	56	50	83	22	50		22				
<b>Total</b>	5	4	7	20	24	30	48	40	30	13	22	16	15	11	17

#### Conclusions based on this data:

1. As in the prior year, there are a number of students in intermediate or below who need targeted language support as well as targeted academic intervention in all subjects. The combination is critical as many of these students struggle in the classroom with academic achievement. Many of our students are not achieving on the writing portion of the CELDT--which has resulted in skewed scores. We analyze all areas of the CELDT to determine where the gaps are for each student.
2. Similar to last year, the upper grade students in the intermediate and below categories often have other academic challenges (ie. SPED, unidentified SPED, focus etc.) that causes them to get "stuck" at a low CELDT level. We have ADEPT tested many of these students to get a more accurate read on whether this is language based or academic based. We then utilize the ADEPT results to individually work with each student.

## 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 student performance 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</b>
<b>LEA/LCAP GOAL:</b>
Maximize all students' achievement through highly effective instruction that includes opportunities for academic acceleration and intervention.
<b>SCHOOL GOAL #1:</b>
By June 2018, all students (including significant subgroups) will demonstrate an improved ability to use the research and inquiry methods when engaging in non-fiction text to investigate, analyze and present information on a topic as measured by CAASP testing as well as site and district benchmarks.
<b>Data Used to Form this Goal:</b>
Benchmark Assessments McLeod Assessments CELDT results Unit Assessments Formative Assessments Ellevations Academic Grades Technology Data: Scholastic-SRI (2-5) Reading Counts( K-5) IXL Language (3-5) Reading Eggs (K-2) Eblock Assessments-pre and post CAASP results
<b>Findings from the Analysis of this Data:</b>
Students need additional practice with non-fiction text comprehension.

**SUBJECT: English Language Arts**

**How the School will Evaluate the Progress of this Goal:**

McLeod Assessments  
 CELDT  
 Ellevations  
 Reading Results/ EADMS  
 IXL Language grades 3-5,  
 Scholastic: SRI-2-5, Reading Counts K-5  
 Reading Eggs (K-2)Reading Eggspress (3-5)  
 Unit /Formative Assessments  
 Benchmark Assessments  
 SBAC exams  
 Intervention monitoring and assessment  
 PAWS (Practice &Achieve with Support) Time

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase IXL Language Arts, Reading Eggs, Reading Counts, RAZ kids and Scholastic Reading Inventory (SRI) Software to reinforce Language Arts skills and concepts. Analyze data to guide instruction.	October 2017- June 2019	Teachers Intervention Teachers Principal	Software Costs: Technology: \$12,474.00 multi-funded	4000-4999: Books And Supplies	003R	2037.25
				4000-4999: Books And Supplies	OCBG	1081.25
Purchase instructional materials to support intervention programs in the area of ELA.Instructional Materials to support Intervention:	Sept. 2017- May 2018	Intervention Teachers Principal	Instructional Materials to support intervention	4000-4999: Books And Supplies	OCBG	1500.00
Develop and implement in-school and after school(kindergarten)intervention and PAWS Ttime to target all levels of learners.Using data, in-school intervention is designed to target Below Basic students, and PAWS groups are developed to meet the diverse needs of all levels of learners.	Sept. 2017-May 2018	Teachers Specialists Instructional Aides Principal MTSS team	Intervention Specialists Sarah Harris (multi-funded) Split between ELA, Math, EL	1000-1999: Certificated Personnel Salaries	OTRM	1961.33
			Intervention Specialist Mary Saltzman (multi-funded) Split between ELA, Math, ELD	1000-1999: Certificated Personnel Salaries	OTRM	2132.50



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Eblock Specialist Michelle Grove (multi-funded) *Split between ELA, Math, ELD	2000-2999: Classified Personnel Salaries	OTRM	1569.04
Using data, teachers and administrator will identify students needing intervention. Skill cluster groups will be developed to provide targeted intervention. Develop growth targets for ELA intervention and evaluate student progress every 6-8 weeks. Rotate students as needed..	starting in October 2017	Grade Level Teams Intervention Teacher	No Funding			
Teacher release-assessment and data analysis	.October 2017-May 2018	Teachers	3512 Split between ELA, Math, ELD	1000-1999: Certificated Personnel Salaries	OPGR	1170.68
Principal will monitor use of teaching strategies to improve language and literacy through observations. Strategies will be shared at staff meetings.	August 2017-June 2018	Principal	No Funding			
Purchase Apps and miscellaneous items for student iPads and devices	Aug. 2017-June 2018	Tech Team Teachers Principal	Apps and miscellaneous items for hand held devices. Split over all four goals	4000-4999: Books And Supplies	OCBG	200
Reinforce and review Academic Language Strategies with all teachers at all grade levels	Aug. 2017-June 2018	Principal ELD Coordinator	No Funding			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CUE Conference Attendance	March 2018	Principal Tech Team	Conference Fees, Hotel, and expenses split between math and ELA	5800: Professional/Consulting Services And Operating Expenditures	OCBG	1600.00
Certificated Support	October 2017-May 2018	Intervention Teacher Teacher Principal	Split class support during Language Arts-Sarah Harris	1000-1999: Certificated Personnel Salaries	OCBG	1000.00
Sub support for collaboration in Language Arts	January 2018-June 2018	Principal Teachers	Sub coverage for collaborative time for language arts	1000-1999: Certificated Personnel Salaries	OCBG	1240.25
Books and Supplies to support ELA instruction	January 2018-June 2018	Teachers	Academic language workbooks for 3-5th grade	4000-4999: Books And Supplies	TPGR	53.00
				4000-4999: Books And Supplies	0860	898.68
				4000-4999: Books And Supplies	OCBG	1795.50

## 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 student performance 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: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
#2 - Maximize all students' achievement through highly effective instruction that includes opportunities for academic acceleration and intervention.
<b>SCHOOL GOAL #2:</b>
By June 2018 all students (including significant subgroups) will demonstrate an improved ability in the areas of problem solving, data analysis, and communicating mathematical reasoning as measured by state tests, site, and district benchmarks.
<b>Data Used to Form this Goal:</b>
Benchmark Assessments CELDT Unit Assessments Formative Assessments Ellevations Academic Grades IX Math/ Math Seeds Data CAASP results
<b>Findings from the Analysis of this Data:</b>
According to trimester benchmarks, achievement in Math has been steadily improving. Number sense and breaking down Word Problems are areas identified as needing intervention.
<b>How the School will Evaluate the Progress of this Goal:</b>
Benchmark Assessments/EADMS CELDT IXL grades 2-5 Math Seeds SBAC exams Unit/Formative Assessments Intervention monitoring and assessment Eblock

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase IXL Math and Math Seeds software programs. Software used to reinforce math fact skills and concepts. All other software programs designed to build comprehension and language support.	August 2017- June 2018	Principal Teachers Intervention Teachers	Total Software Costs: \$12,474.00 (multi-funded) Split across all three goals	4000-4999: Books And Supplies	003R  OCBG	3425.50  2107.25
Grade Level Collaboration: Teachers review and analyze data and collaborate on best practices to differentiate instructions in the area of Math	Sept.2017- May 2018	Teachers Principal	No Funding			
.Identify students needing intervention Use data to develop interventions using Benchmark assessments, formative assessments, CELDT data and teacher input. Determine growth targets for Math interventions.	October 2016- Ongoing	Teachers Specialist Instructional Aides MTSS team	No Funding			
Develop and implement in-school and after school (after school only for kindergarten) interventions to target all levels of learners in Math.Using data, in- school intervention is designed to target Below Basic students, and Eblock groups are developed to meet the diverse needs of all levels of learners in the area of Math.	October 2017-May 2018	Teachers Specialists Instructional Aides Principal MTSS Team	Intervention Specialist Mary Saltzman (multi-funded) Split between ELA, Math, ELD	1000-1999: Certificated Personnel Salaries	OTRM	2161.39
			Eblock Specialist Michelle Grove(multi-funded) Split between ELA, Math, ELD	2000-2999: Classified Personnel Salaries	OTRM	1569.04

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Intervention Specialist Sarah Harris (multi-funded) Split between ELA, Math, ELD	1000-1999: Certificated Personnel Salaries	OTRM	1961.33
Purchase intervention materials to support our intervention program in the area of Math.	Sept. 2016-May 2017	Intervention Teacher Principal	Intervention materials	5000-5999: Services And Other Operating Expenditures	OCBG	1500.00
Teacher Release-Data Analysis to inform instruction	October 2016-May 2017	Teachers	5,000.00 split between ELA, Math, ELD	1000-1999: Certificated Personnel Salaries	OPGR	1338.66
Purchase Apps and miscellaneous items for student iPads and devices	August 2017-June 2018	Tech Team Teachers Principal	Apps and miscellaneous items for hand held devices. Split over 4 goals	4000-4999: Books And Supplies	OCBG	150.00
Principal will monitor use of teaching strategies to improve language and literacy in math through observations. Strategies will be shared at staff meetings.	August 2017-June 2018	Principal	No Funding			
Reinforce and review Academic Language strategies with all teachers at all grade levels in area of math.	August 2016-June 2017	Principal ELD Coordinator	No Funding			
CUE Conference Attendance	March 2018	Principal Tech Team	Conference fees, hotel, expenses	5800: Professional/Consulting Services And Operating Expenditures	OCBG	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Support	October 2017-May 2017	Intervention Teacher Teacher Principal	Split class support during math- Mary Salzman	1000-1999: Certificated Personnel Salaries	OCBG	1000.00
Certificated Support	January 2018-June 2018	Principal Teachers	Sub coverage for collaboration in math	1000-1999: Certificated Personnel Salaries	OCBG	840.58

## 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 student performance 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 Development</b>
<b>LEA/LCAP GOAL:</b>
#2 Maximize Student Potential through Effective Intervention- Provide systems of support for English Language Learners, Socio-Economic Disadvantaged, Foster, Homeless and Special Education students.
<b>SCHOOL GOAL #3:</b>
By June 2018,all significant subgroups (ELD and SED) will show increased performance n language arts and math by feeling engaged in and connected to the Banyan community as measured by grades, CAASP testing, ELPAC testing, site, and district benchmarks. Direct and targeted interventions will be provided to students who are not working to expectations so that all students have an opportunity to be successful. ELD instruction and intervention will take place at separate times to enable students who need it to get all general education supports possible. Banyan will narrow the achievement gap between our ELD and EO students by 15%.
<b>Data Used to Form this Goal:</b>
Benchmark Assessments McLeod Assessments Unit Assessments Formative Assessments Eblock pre-post tests CELDT results/ ELPAC results IPT Results Ellevations
<b>Findings from the Analysis of this Data:</b>
Based on data and observations, students are exhibiting limited use of higher level language, both orally and in written form.
<b>How the School will Evaluate the Progress of this Goal:</b>
Writing assessments Accountable Talk Strategies Progress monitoring: Walk-Throughs Strategies shared monthly at staff meetings Observations Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reinforce and review Academic Language Strategies including Productive Partnering, with all teachers at all grade levels	Aug. 2017-June 2018	Principal Instructional Teacher Leaders MTSS team ELD Coordinator	No funding			
Intervention to support our EL students in all academic areas to build language skills and comprehension.	Oct, 2016- May 2017	Principal Teachers Specialists Instructional Aides ELD Paraprofessional MTSS Team	Intervention Specialist Sarah Harris(multi-funded) Split between ELA, Math, ELD	1000-1999: Certificated Personnel Salaries	OTRM	1961.33
			Intervention Specialist Mary Saltzman(multi-funded) Split between ELA, Math, ELD	1000-1999: Certificated Personnel Salaries	0860	2132.5
			Eblock Specialist Michelle Grove(multi-funded) Split between ELA, Math, ELD	2000-2999: Classified Personnel Salaries	OTRM	1569.04
			Rosetta Stone Mary Saltzman	1000-1999: Certificated Personnel Salaries	0860	1928.82
Use of a variety of software programs to engage students and improve their language skills	Aug, 2017-June 2018	Teachers Specialists	Academic Software Programs	4000-4999: Books And Supplies	003R	2037.25
Ongoing data analysis of English Language Development to inform instruction for both intervention and acceleration.	Aug. 2017-June 2018	Principal ELD Coordinator Facilitator Paraprofessional Teachers Specialists Aides	No Funding			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Books, supplies and technology to support our ELD program.	Aug. 2017-June 2018	Principal MTSS Committees	Supplies to support activities for Academic Language program.	4000-4999: Books And Supplies	OCBG	1611.42
Principal will monitor use of teaching strategies to improve language and literacy through observations. Strategies will be shared at staff meetings.	Aug. 2016-June 2017	Principal Teachers	No Funding			
CLUB 8- Recess intervention to increase school engagement and and enhance communication for all students. Team-building activities include; art, origami, games and drama.	Oct, 2016-June 2017	Principal Academic Specialist- Garbin Paraprofessional- Poore	Student engagement and support Luciane Garbin	2000-2999: Classified Personnel Salaries	OCBG	3643.15
			Student engagement and support Belinda Poore	2000-2999: Classified Personnel Salaries	OCBG	3214.64
Bus supervision and assistance for our EL/SED students.	Jan. 2018-June 2018	Principal Office Manager Campus Supervisor	Assistance/Supervision/ Safety Pia Campbell-campus supervisor	2000-2999: Classified Personnel Salaries	TPGR	2000.00
Teacher Release- Data Analysis to inform instruction	October 2017-May 2018	Teachers	351200 split between ELA, Math, ELD	1000-1999: Certificated Personnel Salaries	OPGR	1170.66
Student Helper who will serve as a game leader/mentor for ELD and SES students.	January 2018-June 2018	Principal Counselor Student Helper	Assistance/ Supervision/ safety/mentorship Student Helper	1000-1999: Certificated Personnel Salaries	OCBG	2064.96
Additional support time/ Intervention for K ELD/ SDS students.	January 2018-June-2018	Principal Student Support	Intervention and assistance	2000-2999: Classified Personnel Salaries	TPGR	2787.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Services Teachers Intervention Specialist/ Parapro				

## 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 Development</b>
<b>SCHOOL GOAL #1:</b>
Provide Support Services to English Learners in order to Increase Language Acquisition

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	8/23/2017 to 6/13/2018		Salary and Benefits		0860	4,105.02
Classified Staff	8/23/2017 to 6/13/2018		Salary and Benefits		0860	32,070.74
Professional Development	8/23/2017 to 6/13/2018		Costs for speakers, supplies, teacher release, etc.		0860	2,331.82
Certificated Support	10/2017-5/2017	intervention Teachers	Split class support during language Arts-Sarah Harris	1000-1999: Certificated Personnel Salaries	OCBG	1000.00

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
003R	7,500.00	0.00
OTRM	14,885.00	0.00
0860	4,960.00	0.00
OCBG	27,549.00	0.00
OPGR	3,680.00	0.00
TPGR	4,840.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	7,500.00
0860	4,960.00
OPGR	3,680.00
OTRM	14,885.00
OCBG	27,549.00
TPGR	4,840.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	24,064.99
2000-2999: Classified Personnel Salaries	16,351.91
4000-4999: Books And Supplies	14,789.85
5000-5999: Services And Other Operating Expenditures	1,500.00
5800: Professional/Consulting Services And Operating	4,600.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	003R	7,500.00
1000-1999: Certificated Personnel Salaries	0860	4,061.32
4000-4999: Books And Supplies	0860	898.68
1000-1999: Certificated Personnel Salaries	OPGR	3,680.00
1000-1999: Certificated Personnel Salaries	OTRM	10,177.88
2000-2999: Classified Personnel Salaries	OTRM	4,707.12
	OCBG	2,107.25
1000-1999: Certificated Personnel Salaries	OCBG	6,145.79
2000-2999: Classified Personnel Salaries	OCBG	6,857.79
4000-4999: Books And Supplies	OCBG	6,338.17
5000-5999: Services And Other Operating	OCBG	1,500.00
5800: Professional/Consulting Services And	OCBG	4,600.00
2000-2999: Classified Personnel Salaries	TPGR	4,787.00
4000-4999: Books And Supplies	TPGR	53.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	18,239.48
<b>Goal 2</b>	19,053.75
<b>Goal 3</b>	26,120.77

## 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
Allison Kennedy	X				
Shannon Nese				X	
Christy Healy				X	
Kelly Stoeber		X			
Holly Lopez		X			
Michelle Eby		X			
Chris Okun			X		
Ann Maree Paglia				X	
Jen Michell				X	
<b>Numbers of members of each</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</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

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

X Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/29/17.

Attested:

Allison Kennedy

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

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

\_\_\_\_\_  
Date

Shannon Nese

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

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

\_\_\_\_\_  
Date