Single Plan for Student Achievement

Redwood High School – 2024

SPSA Purpose

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

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

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

School: Redwood High School

District: Tamalpais Union High School District

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

Principal: Dr. Barnaby O. Payne

Date of this revision: June 2024

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

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

Contact Person: Dr. Barnaby O. Payne

Position: Principal

Telephone Number: 415-945-3620

Address: 395 Doherty Drive, Larkspur, CA 94939

E-mail Address: bpayne@tamdistrict.org

The District Governing Board approved this revision of the SPSA in June 2023.

Table of Contents	

Overview of Redwood High School:

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

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

Student Enrollment by Group	
Group	% of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0
Asian	5
Hispanic or Latino	17
Native Hawaiian or Pacific Islander	0
White	68
Mulitple	8
Other	0
Socioeconomically Disadvantaged	9
English Learners	2
Foster Youth	0

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

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

Our School to Career program is a partnership with the Marin County Office of Education (MCOE). The program provides students the opportunity to explore careers in a variety of areas through internships, job shadows and career-focused field trips. Internship opportunities are available to our students three times a year during fall, spring and summer. Typically, students intern for six to eight hours per week for six weeks. Internship partners include Buck Center for Research on Aging, Kaiser Permanente, Marin Independent Journal, Marin Youth Center, and Marine Mammal Center, and Marin Youth Center. During the summer, students participate in a career course program.

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

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

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

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

College Board Advanced Placement courses are a common part of student learning experiences at Redwood High School. This year,

985 students took 22 different AP exams and 2092 total exams. 37% of the students were in the 12th grade, 39% were in the 11th grade, and 23% were in the 10th grade.

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

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

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

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

TUHSD Mission Statement

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

TUHSD LCAP Goals

- Goal #1: Guarantee all students have access to rigorous, relevant and engaging curriculum in all content areas in clean, well functioning facilities.

- Goal #2: Improve the learning outcomes of all students while narrowing the opportunity gaps among our student groups.

- Goal #3: Improve communication and relationship with the community and stakeholder groups.

- Goal #4: Cultivate resilience, independence and social-emotional growth in all students through a comprehensive system of intervention focused on building a community where trauma is met with compassion and each individual feels safe, valued, and known.

- Goal #5: Eliminate the predictability of current outcomes of our students of color, ELL, and socioeconomically disadvantaged students by removing the opportunity gaps in our system.

WASC Critical Learner Needs and Site Goals for 2022-23:

1. Reduce the gap in performance by students of historically marginalized groups and students in the general population.

2. Apply and monitor the outcomes of a systematized set of academic and social-emotional interventions and supports for students.

3. Build collective teacher efficacy to improve the effectiveness of instruction, support learning, and enhance equity for all students.

Planned Improvements in Student Performance

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

Goal A: Reduce the gap in performance by students of historically marginalized groups and students in the general population.

Rationale for Goal: If we increase the extent to which we maintain a focus on the needs of our students of color and low-SES students then not only will we narrow the opportunity gap, but we will also elevate the learning for all students.	**Rationale Evidence:** Although programs like AVID and ELD have helped improve student outcomes for many students of color, some subgroups continue to be disproportionately represented on the DFI list as noted by staff participating in Focus Group B, as well as staff, student and family surveys.
Evidence of Success: ● Number of students with D, F or I, are not disproportionately students of color. ● Number of students transferred to San Andreas for credit-redemption are not disproportionately students of color. ● Number of students repeating core classes, when broken out by ethnicity, reflects the demographic profile of the population as a whole.	**Means to Monitor Progress:** ● Attendance Data: i.e. frequency of absences, excused/unexcused absences, frequency of tardies, etc ● D,F, I data ● Classroom observations for CRT ● Feedback from Spec. Ed, AW, EL and AVID teachers. ● Feedback from students and families of traditionally marginalized groups ● College acceptance and success data in post-secondary settings. ● Behavior/Discipline data including referrals, suspensions,

Objective	LCAP	Action Steps	Resources Needed	Timeline of Progress	Responsible Persons
A1: Support low-SES families and those of BIPOC students to eliminate the barriers to success. Specifically, the barriers to consider include…language, culture, financial disadvantage.	#1, 2 & 5	- Continue to dismantle monuments which serve as barriers to success. - Periodic outreach by administrators and counselors including check-ins before Back to School Night, Open House, and spring scheduling - Teachers, Counselors and Admin identify and then provide targeted interventions for students of color and low SES students.	Compensation for data entry tracking contact with families. People who speak the home language who can reach out and talk with adults at home who can be more involved	Outreach ongoing beginning Aug 2022 Admin and counselor communication at beginning of R2 and R5, ongoing	- Admin - Classified Staff - Counselors - EL Program Staff - Volunteers to help call homes eg: call a home where they speak Portuguese.
A2: Increase the use and competency in Culturally Responsive Teaching (CRT) practices of instructional and counseling staff.	#1, 2 and 5	- All teaching staff trained in culturally responsive teaching and instruction via TUHS Tam4Ward - Teachers share lessons of culturally effective curriculum - Departments engage in audits of required courses identifying and/or integrating culturally	Staff Development time Outside PD for TOSAs and other potential facilitators PD on Tam4Ward Culturally Responsive Teaching - these methods often really help with social	TUHSD Tam4Ward goals progress monitoring	- Teachers - Administrators - Counselors - TOSAs (if available)

		responsive strategies and content. ● Instructional coaches and administrators support teachers' growth in CRT through feedback and evaluation. ● Develop and implement a system of tracking the effectiveness of Tam4Ward practices on student learning.	emotional needs		
A3: Address attendance issues with individualized responses. Ie: school avoidance as opposed to illness as opposed to cutting the same class, etc. (how do you do this/what does it mean)	#2 and 5	● Examine and evaluate the implementation of an attendance recording system that specifies the reasons for absences. ● Meet with students/parents who have had past attendance gaps prior to school year	Initial Data entry to track attendance and measures taken Increased and systematic communicatio n among counselors, clerical staff and teachers Tardies (not just absences) need to generate auto-call to parents. Timely notifications for administrators of students who are struggling with	Synergy monitoring systems via Dean position	● Dean ● Principal ● Assistant Principals ● Teachers ● Counselors ● Attendance Clerk

			attendance. Training and collaboration time among admin at different sites.		
A4: Identify and promote a variety of pathways for all students.	#2 and 5	• Build on the TUHSD graduate profile • Include more opportunities for students to get trained and certified for workplace readiness. • Place more emphasis on non-college alternatives for all students in the College and Career Center (i.e. Trade /technical schools) and include speakers from trades in career speaker series. • In order to provide pathways for all students, we will work with the District to re-examine district course offerings and requirements.	Expand existing programs; prototype new ideas/courses	MAster scheduling process based on student course demand	• Counselors • College & Career Specialist • Teachers–especially those in Applied Tech and other specialized classes • Curriculum Council • AW Teachers • Case Manager
A5: Increase access and resources for ELD Program so that all students, including those who speak languages other than Spanish or	#2 and 5	• Reduced class size for classes with clusters of ELD students. • Add a Community Liaison for	Staff development time--perhaps more paid time in August. Push-in ELD aid	Trach DFI data for ELL students ongoing; review placement and movement for students as	• ELD Coordinator • Administration • DO-Ed Services • Link Crew and

Portuguese have access to a variety of curricular pathways.		LatinX Community. ● Ongoing training for teachers in curriculum and assessment design more effective for ELD students. ● Provide training and time for staff to create differentiated resources for ELD students ● Teachers provided with training about how to utilize tools to translate documents easily ● Explore extracurricular activities in other languages ● Invite coaches and athletic staff to be more aware of the challenges that ELD students face when they're trying out for a sport or extracurricular activity.	Common prep for teachers with ELD clusters Training and other in class resources/ materials Need to hire more Spanish and Portuguese speaking staff.	they gain English proficiency based on multiple measures including teacher recommendation.	Leadership classes ● Program teachers such as engineering and design
A6: Increase the number of students prepared to attend college.	#1, 2 and 5	● AVID teachers share out progress of program. ● Training for all instructional staff on AVID strategies. ● Admin provides AVID teachers with data tracking the	Additional work time for staff with AVID teachers Dedicated time for AVID teachers to plan together	Ongoing	● AVID Teachers ● Core Academic Teachers ● Admin

| | | impact of the program. | | | |
| | | • Increase the use of AVID WICOR strategies into core curriculum classes. | | | |

Goal B: Apply and monitor the outcomes of a systematized set of interventions and supports for students.

Rationale for Goal:	Rationale Evidence:
If a multi-tiered system of intervention is more broadly and consistently applied via Tam4Ward, then there will be improvement in the learning outcomes for all students.	Using Tam4Ward and COST frameworks and resources, we have utilized some of these interventions and have observed an increase in graduation and post-high school readiness rates of students in Academic Workshop programs. We have also seen and increase in graduation and post-high school readiness rates of students in AVID as compared to the time before the program was in place. What has been lacking is the inconsistent application of strategies that could benefit students in all classes.
Evidence of Success: • Students report the use of tier one supports in most classes. • Students moving out of Tier 2 supports • Students with IEP + 504 show improvements as compared to prior to accommodations.	**Means to Monitor Progress:** • Notes in Synergy (Student Contact Log) • Student-reported reflections on supports • Evaluation of newly adopted interventions • UC a-g requirement satisfaction data

Objective	LCAP	Action Steps	Resources Needed	Timeline of Progress	Responsible Persons
B1: Use and track Classroom level interventions prior to consideration of other interventions.	#3, 4 and	• Refine tools in Synergy to track interventions including a coded system for common accommodations. • Staff-wide discussion, agreements,	Training needed on using Synergy to do this Pay for clerical to add past year info in Synergy. Spanish-speaking teacher provided to support ELD students in Algebra	Track student progress in Synergy using COST framework	• Teachers • Counselors • Admin • Wellness Personnel • Clerical

		and training on using and tracking interventions. ● Develop and implement a system of measuring the effectiveness of Tier 1 interventions. ● PD time/staff time dedicated for teachers to conference with support teams about student intervention needs ● ELD Supports for students struggling in math.			
B2: Increase focus on social-emotional learning to support student well-being.	#4	● Identify and monitor students experiencing social-emotional challenges. ● Teachers are provided professional development on trauma-informed practices ● Continued time and emphasis during staff time to develop components of lessons	Information for teachers and staff about resources for social emotional needs Research-based text and consultation with experts on trauma-informed practices.	Design interventions with intervention coordinator, using Tam4Ward/COST frameworks	● Wellness Coordinator ● School Psych. ● Counselors ● Teachers

		that support students to cope with social-emotional challenges. ● Counselors provide timely information about potential triggers for students. ● Add a dedicated time for case managers and AW teachers to conference with gen ed teachers about students specifically ● Continue regular proactive communication about services available through counseling and Wellness Center.			
B3: Better align information known about students with interventions in a more timely manner.	#3	● Identify technological methods of tracking concerns and streamlining support communication. ● Schedule teacher meetings with counselors similar to SpEd	COST team and process monitoring	COST team and process monitoring	● Teachers ● Counselors ● TOSAs ● Administrators

		conversations in September during Staff Time.			

Goal C: Build collective teacher efficacy to improve the effectiveness of instruction.

Rationale for Goal: If instructional staff build collective efficacy, then there will be an increase in equitable experiences for all students as well as improvement in student learning.	**Rationale Evidence**: -Staff has reported frustration with lack of community (CHKS Survey, Oct 2023) -Staff has reported a lack of time and priority for building our strength as an educational community. (CHKS Survey, Oct 2023)
Evidence of Success: ● During the evaluation and reflection process of each Cycle of Continuous Improvement, teachers report trying new/different strategies, approaches and angles. ● Admin, teachers and counselors adopt practices that have worked for other educators and set-aside those that have fallen short.	**Means to Monitor Progress:** ● Staff meeting debriefs ● Staff responses in Healthy Kids and YouthTruth Surveys ● Staff reflection regarding progress in Action Plan CLN 1 and 2.

Objective	LCAP	Action Steps	Resources Needed	Timeline of Progress	Responsible Persons
C1: Administrators and teachers develop conditions for efficacy	#1 and 2	● Teacher leadership model ● Admin designs and articulates professional development around school improvement (SIPSA) ● RHS Administration works with District to gain back staff	Time Funds allocated for teacher leadership stipends and/or release periods Sub pay for observations	Ongoing With survey of staff each semester.	● Admin ● Teachers

		development time for site and collaboration. ● Emphasis on team building ● Emphasis on culture of vicarious learning through informal observations			
C2: Professional development opportunities will include workshops and conferences intended to build efficacy, instructional innovation and utilizing research-driven strategies.	#1 and 2	● Implement Tam4Ward ● Admin works with teachers, counselors and coaches to design a series of workshops ● Staff meeting planning includes time for follow-up, evaluation of and reflection on instructional practices.		Meet TUHSD/Tam4Ward annual goals	● Admin ● Teachers ● Instructional Coaches
C3: Instructional Coaches will continue support for all teachers to build instructional capacity.	#2	● Monthly paid instructional cohorts ● Instructional Coaches Plan two professional development days each year --one to introduce rounds and one for debrief. ● Coaches set up rounds in October and March.	Subs for teachers who can't use their conference periods Increase in paid time for instructional coaches to collaborate and plan and/or release period..	Ongoing	● Instructional coaches ● Admin ● Teachers

		● All teachers will experience instructional rounds to gain exposure to different instructional practices.			
C4: In collaboration with other teachers, teachers will utilize a cycle of continuous improvement to evaluate the effectiveness of their instruction and/or assessment practices.	#2	● Implementation of Tam4Ward ● Teachers engage in conversations and evidence gathering to complete a cycle.	Time (including during Thursday meetings) to work on this with other teachers.	Ongoing	● Administrators ● Teachers

C5: In course-alike groups, teachers will construct outcomes and assessments to gauge progress toward those outcomes to increase alignment.	#2	• Administrators provide sufficient open-ended meeting time • Staff development compensation provided for work on assessments outside of pre-set meeting time. • Create shared rubric • Include time to engage in and monitor vertical alignment, so that there are no gaps nor overlaps in the fluency of instruction.	Time:monthly course-alike meetings across the year. Compensated department leadership	Each department develops timeline and benchmarks for common assessments	• Teachers • Teacher leaders/TOSA

Form B: Centralized Services for Planned Improvements in Student Performance

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

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

Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Support the professional development of teachers in the areas of curriculum, instruction and assessment, aligned to state and national standards, in order to support the goals of WASC and LCAP.	2024-25	Conferences and Trainings Teacher Collaboration and Task Force Work Books and Reference Materials	$48,000 $5,000 $2000	Title II
Ensure proper supports for English Language Learners, in order to support the goals of WASC and LCAP	2024-25	Technology to support translations, and access for students Books and Reference Materials Conferences and Trainings for EL coordinators	$3000 $1000 $3000	Title III LEP

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc.

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

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

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

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

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

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

Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$	
Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$	
School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	$	
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	$	
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	$19,666.68	
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	$48,585.00 (CTEIG)	
Total amount of state categorical funds allocated to this school	$ 68,251.68	

Federal Programs	Allocation	Consolidated in the SWP
Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	$	
Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	$	
For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	$	
Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	$	
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$ In Form B as a Central Service	Title III funds may not be consolidated as part of a SWP[3]
Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	$	

For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	$	
Other federal funds (list and describe)	$	
Other federal funds (list and describe)	$	
Other federal funds (list and describe)	$	
Total amount of federal categorical funds allocated to this school	$ 0	
Total amount of state and federal categorical funds allocated to this school	$ 0	

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[1] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Barnaby Payne	X	☐	☐	☐	☐
Tim Bingham	☐	X	☐	☐	☐
Heather Curtaz	☐	X	☐	☐	☐
Steph Haver-Castex	☐	X	☐	☐	☐
Anne Jaime	☐	X	☐	☐	☐
Mark Raisler	☐	☐	X	☐	☐
Tami Pais-Lee	☐	☐	X	☐	☐
Kerry Headington	☐	☐	☐	X	☐
Meenakshi Vedantham	☐	☐	☐	X	☐
Carl Krawitt	☐	☐	☐	X	☐
Sarani Puri	☐	☐	☐	☐	X
Jack Lapic	☐	☐	☐	☐	X
Georgia Ducette	☐	☐	☐	☐	X
Emily Hitchcock	☐	☐	☐	☐	X
Numbers of members in each category	1	4	2	4	4

---

[1] *EC* Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply, delete what does not, add more if needed)**:

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was approved at a public SSC meeting on June 14, 2022.

Attested:

 Barnaby Payne_____   *Barnaby Payne*_____   6/20/24
Typed name of School Principal   Signature of School Principal   Date

 Barnaby Payne_____   *Barnaby Payne*_____   6/20/24
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date