The Single Plan for Student Achievement

School: George T. Egling Middle School

CDS Code: 06-61598-6057152

District: Colusa Unified School District

Principal: Jody Johnston

Revision Date: November 12, 2015

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

George T. Egling Middle School's Vision and Mission Statements
Vision - Egling Middle School is a professional learning community dedicated to the success of all students. A professional and caring staff along with responsible and respectful students are essential components of our success.
Mission- Egling Middle School is a place where the school empowers students to develop their skills and talents to become contributing and successful participants in the changing world of education, work and life.
Guiding Principles -
High Expectations: are set for all students to maximize their potential. All students have the ability to learn and no student has the right to fail. Students who need help in achieving the standards receive support from the entire community.
Positive and Caring School Community : The school environment is safe, positive and caring. It supports the uniqueness of upper-elementary and middle school students. Students are respected and valued by the school community.
Quality Curriculum: Egling Middle School is making the transition to the California Common Core Standards. All students are engaged in a rigorous curriculum. In 2015-2016 school year new math programs were adopted Colusa Unified School District. Bridges published by the Math Learning Center has been implemented in Kindergarten through grade 5. In grades 6-8, Connected Mathematics 3 (CMP3) published by Pearson Education and Integrated I published by Carnegie learning is used in our high level 8th grade course. Staff members will be reviewing the recently released English Language Arts and English Language Development materials for future adoption. In all subject areas, students are expected to support their learning by referencing textual evidence. Strong exploratory and enrichment activities help students learn to make informed decisions.
Meeting Diverse Abilities and Cultural Needs: Instruction is differentiated to meet the learning needs of students with a wide-range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions.

School Profile

Colusa Community - -Situated along the Sacramento River, Colusa is a quiet and serene community. Colusa County is one of the original 27 California counties created in 1850. Located along the Pacific Flyway, this city is 120 miles north of San Francisco, and 69 miles northwest of Sacramento. The city benefits from an excellent location, with Interstate 5, the major northwest transportation quarter for the West Coast, passing within nine miles of the city. Much of the land area around the city is devoted to agriculture, the primary economic activity and major source of commerce and employment.

Colusa Unified School District--The district consists of three comprehensive schools: Colusa High School, Egling Middle School and Burchfield Primary School. Additionally, to meet the needs of those who wish an alternative to these schools the district offers the Colusa Alternative Home School which assists families with the desire to educate children at home and Colusa Alternative High school which assists students in completing deficient credits. The Burchfield Primary School's mascot is the BraveHawks, the Egling Middle School's mascot is the RiverHawks and Colusa High School's is the RedHawks.

Egling Middle School serves 515 students in grades 4th-8th. Egling Middle School has a number of special programs offered to students, including a 4th-8th grade After-School Program, GATE, leadership classes, choir, band, enrichment classes in 7th and 8th grades, English language development classes, and 6th grade involvement in environmental education school at Shady Creek. 4th - 6th grade students receive computer instruction both in a lab setting and in the classroom on Chromebooks. A variety of sports are offered at 7th and 8th grade students including girls and boys basketball, girls volley ball, girls and boys soccer. 7th and 8th grade students may hold Associated Student Body Offices. California Junior Scholarship Federation (CJSF) and Club Live are also offered.

Egling Middle School Staff--Credentialed staff includes 29 full-time teachers including 4 special education teachers, 1 principal, 1 vice principal, 1 reading specialist, 1 counselor 1 speech teacher, and 1 part time school psychologist. Classified staff includes 1 administrative secretary, 1 attendance clerk, 1 after school program director, 2.5 bi-lingual instructional assistants, 4 instructional assistants, 5 special education instructional assistants, 1 library aide, 4 duty supervisors, 5 cafeteria and 3.5 custodial staff members.

The Egling Middle School community works cooperatively and continuously to fulfill our mission. High Expectations are set for all students to maximize their potential. All students have the ability to learn and no student has the right to fail. Students needing help in achieving the Common Core State Standards receive support from the entire community. The school environment is safe, positive and caring. The environment supports the uniqueness of upper elementary and middle school students. Students are respected and valued by the school community. All students are engaged in a rigorous, Common Core State Standards based curriculum. Strong exploratory and enrichment activities help students learn to make informed decisions. Instruction is differentiated to meet the

learning needs of students with a wide range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions.

Graduation Requirements -- Egling Middle School has a trimester grading system. Students receive grade reports at 6 week, 9 week and 12 week periods. Parents may access students' grades and assignments online through our grade reporting system, School Loop. Parent conferences are held in October for our 4th - 6th grade students as well as on an as-needed basis. 7th and 8th grade students and parents at Egling Middle School meet our academic counselor and teachers as needed throughout the year. 7th and 8th grade students must not receive more than three F grades within the year. They also may not receive two F grades in the same subject within the year. A tutoring and grade make up session is offered through our After School Program. A summer school program is also offered.

Academic Achievement -- 99% of the Egling Middle School 8th grade class of 2015 graduated.

Daily Schedule: School begins at 8:13. 4th - 6th grades' day ends at 2:30. 7th and 8th grades' day ends at 2:45. 7th and 8th graders have a Block Schedule with an alternating 8 period schedule. Odd numbered classes are offered on Monday, Thursday. Even numbered classes are offered on Tuesday and Friday. All classes are offered on Wednesday. 7th and 8th graders rotate through enrichment classes taught by teachers during 9th period.

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).

Egling Middle School administers the California Healthy Kids Survey to 7th graders and parents every three years. In 2012 80% of 7th graders reported to have caring adults in thier lives that have high expectations of them. 98% of 7th graders reported that they do not use drugs or alcohol. Again in 2015 the California Healthy Kids Survey was administered to 7th graders, parents and staff. The results are pending.

Colusa Unified School District has administered a district wide climate survey to teachers. The majority of our teachers expressed satisfaction with the climate of schools within the Colusa Unified School District.

Classroom Observations

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

Classroom walk-throughs are conducted by the Principal and the Assistant Principal weekly. The Reading Specialist also visits classrooms to help refine reading instruction in 4th through 6th grades.

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 from a variety of sources is used for on-going assessment to improve student achievement. Data from the California Assessment of Student Performance and Progress (CAASPP), California English Language Development Tast (CELDT), the California Standards Test (CST) for science, the Academic Performance Index (API), the Adequate Yearly Progress (AYP) along with grade level and subject area benchmark tests are utilized for informing instruction and programs. This data is accessible on the data warehousing system (OARS) Online Assessment and Reporting System and AERIES student information data system. Computerized assessments in reading and math are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units. The data from these assessments are also used to inform instruction.

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

   Data from classroom assessments is monitored in data meetings, subject area meetings and grade level meetings. Instruction is adjusted to increase student achievement and to monitor student growth. Parents have access to their students' grades through our School Loop on-line grade reporting system.

Staffing and Professional Development

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

   93% of Egling's teachers meet the highly-qualified teacher requirements of the No Child Let Behind (NCLB) Act. Teachers who do not meet the requirements are monitored by administration and are working toward their requirements.

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

   Egling Middle School has a sufficiency of credentialed teachers. English Language Arts teachers have received an AB 466 "like" training. Teachers are currently participating in training that utilizes the Common Core English Language Arts curricular modules during collaboration time.

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

Implementation of research-based instructional strategies, content standards, pacing guides and benchmark assessements has occured. Training In math is on-going to support the adoption of new math materials at each grade level. Training is deliver by the director of the UC Davis Northern California math Project director. Our 7th and 8th grade science teachers have participated in Next Generation Science Standards workshops. 4th -6th grade teachers have the opportunity to attend Next Generation Science Standards workshops through Sutter County Office of Education. Sutter County Office of Education workshops addressing California ELA strategies, Analyzing ELA and Math Assessment Data, Next Generation Science Standards have been made available to teachers.

Distirict committees for Language Arts will be reviewing the new English Language Arts and English language Development curriculum in the spring of 2016 for a future adoption.

School wide data is utilized to inform classroom instruction. Data from classroom assessments is monitored in data and grade level meetings. Instruction is adjusted to increase student achievement.

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

Egling Middle School is currently utilizing the services of content experts. Staff focuses on quality instruction and checking for understanding. Three stategies (Think-pair - share, random calling and speaking in complete sentences) are in place school wide. Additional research-based teaching strategies (bell to bell instruction, clear learning objective posted and referenced and focusing on incorporating higher-order questioning) are being implemented. Training for Accelerated Reader and Acceleratd Math is contracted with Renaissance Learning.

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

Weekly collaboration is used to discuss instructional startegies, data, curriculum in grade levels and content areas as well as district mission and focus. All ELA teachers meet for Data meetings every 6 weeks to analyze data and plan instruction. Math teachers will meet with the district math consultant three times this year to reivew data and continue to refine Common Core implemenation, pacing guides and benchmark assessments.

Teaching and Learning

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

Pacing guides have been developed and are being refined to reflect alignment of curriculum, instruction and the use of materials with the Common Core State Standards. The use of curricular crosswalks are assisting teachers in the implemenatation of the Common Core State Standards. Our Reading Specialist is working with staff in Language Arts. The director of the Northern California Math Project at UC Davis, is working with our staff in the math content area.

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

Egling Middle School meets the required instructional minutes for English Language Arts and Math.

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

Pacing guides have been developed and reflect alignment of curriculum, instruction and the use of materials with the state standards. Teachers and curriculum coaches are refining the delivery of the Common Core State Standards. The use of curricular crosswalks are assisting teachers in the implemenatation of the Common Core State Standards and updating pacing guides. Our Reading Specialist is working with staff in Language Arts. Pam Hutchison, Director of the University of California at Davis Northern California Math Project, is working with our staff in the math content area. 7th and 8th grade ELD and study skills classes are built into the master schedule.

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

The curriculum used is standards-based instructional materials and are available to all students at all grade levels. Common Core aligned math curriculum has been adopted. English Language Arts and English Language Development curriculum which has just been approved by the state will be reviewed for a future adoption. Implementation of the Common Core State Standards supplemental materials are being explored.

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)

All materials are SBE-adopted / district adopted and standards-aligned. The use of curricular crosswalks are assisting teachers in the implemenatation of the Common Core State Standards and updating pacing guides. Implementation of the Common Core State Standards supplemental materials are being explored.

Opportunity and Equal Educational Access

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

4th and 5th grade underperforming students are served with specific instruction and intervention materials. 4th grade underperforming students that are two years or more below grade level utilizing the Language! program published by Sopris West for language arts. 4th grade underperforming students that are a year below grade-level are taught using California Treasures approaching materials and the Skills Based Practice Readers in small instructional groups. 4th grade ELL students utilize California Treasures ELD materials. 5th grade underperforming students are taught using California Treasures approaching materials and the Skills Based Practice Readers in small instructional groups. 5th grade ELL students utilize California Treasures ELD materials.6th grade students are grouped for a 45 minute intensive language development period and leveled for language arts instruction. 6th grade ELL students are utilizing the CA Treasures ELD component program during the language development time. Many of our 4-6 grade Special Needs students utilize the Triumphs program that coordinates with the California Treasures curriculum.

In math, the 7th grade underperforming students use the UCLA Algebra Readiness curriculum. 7th and 8th grade students have a study skills period built in to their schedule. During the study skills course students get help on their homework from a credentialed teacher and are instructed in computer competencies. 2.5 bilingual instructional assistants help our English Learners access the curriculum.

14. Research-based educational practices to raise student achievement

Research-based school wide procedures have been implemented. Three stategies (Think-Pair - Share, random calling and speaking in complete sentences) are used school wide. Additional research-based teaching strategies (bell to bell instruction, clear learning objectives posted and referenced and focusing on higher order questioning) are being implemented. Staff participates in data meetings focusing on quality instruction, checking for understanding and assessing student achievement.

Parental Involvement

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

Resources for underperforming students are served with specific instruction and intervention materials. Increased learning time is available through our after- school program and is available to all students. Community groups work with under-achieving math students. A cultural liasions from the Native American community provides tutoring to students in school as well as at home. A liasion from Migrant Education does academic counseling with migrant students. All students use planners to help organize and keep track of the assignments. Parents and students have access to the School Loop online grade reporting system.

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, community members, classroom teachers, and other school personnel are invited to participate in the planning, implementation and evaluation of consolodated application programs. Egling Middle School involves parents through Site Council, Parent Club, English Language Acquisition Committee (ELAC), District Englich Language Acquisition Committee (DELAC), School Loop, weekly parent email bulletins and monthly newletters. Teachers have input through district collaboration meetings and surveys, site collaboration meetings and in grade level data meetings. 7th and 8th grade students participate in leadership activities at our school.

Funding

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

    Categorical funds are utilized to support students by providing 1.75 teacher salaries, 2.5 bilingual instructional assistants and 5 instructional assistants, reading materials and classroom libraries.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Some of our challenges include English Language Learner literacy skills. Implementation of a state adopted curriculum is necessary and will be implemented in 2016-2017. Teacher training is necessary in the areas of ELD, Reading, Writing and Math. Implementation of the Next Generation Science Standards will be an ongoing implementation as well.   Data collection and analysis training will need to be a focus to improve instruction in all curricular areas. Technology use is increasing for classroom instruction and the Smarter Balanced Assessment. Training for teachers and students is necessary to ensure students are assimilating technology standards.
Schools remain hopeful that the transition to the Local Control Funding Formula and the Common Core Implemenation Funds will help in serving all students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	**# of Students Enrolled**	**# of Students Tested**	**% of Enrolled Students Tested**	**# of Students With Scores**	**Mean Scale Score**	**Standard Exceeded**	**Standard Met**	**Standard Nearly Met**	**Standard Not Met**
Grade 4	83	82	98.8	82	**2421.4**	6	20	28	46
Grade 5	108	103	95.4	103	**2458.0**	6	23	24	47
Grade 6	99	99	100.0	99	**2493.7**	5	32	27	35
Grade 7	114	114	100.0	114	**2511.5**	4	35	27	34
Grade 8	96	94	97.9	94	**2544.9**	6	38	24	31
All Grades	500	492	98.4	492		5	30	26	38

Grade Level	**READING**			**WRITING**			**LISTENING**			**RESEARCH/INQUIRY**		
	Demonstrating understanding of literary & non-fictional texts			**Producing clear and purposeful writing**			**Demonstrating effective communication skills**			**Investigating, analyzing, and presenting information**		
	Above Standard	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**
Grade 4	7	38	55	5	54	41	6	70	24	7	60	33
Grade 5	9	45	47	10	41	49	15	56	29	16	57	27
Grade 6	18	44	37	12	49	38	10	65	25	8	65	27
Grade 7	12	41	46	18	49	32	12	61	26	14	60	26
Grade 8	16	49	35	19	55	26	4	67	29	20	51	29
All Grades	13	43	44	13	49	37	10	63	27	13	59	28

Conclusions based on this data:

1. Reading is an area of concern.

2. Listening is an area of strength.

3. Our participation goal was met.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

	Overall Achievement								
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 4	83	82	98.8	82	**2446.2**	2	29	41	27
Grade 5	108	103	95.4	103	**2455.3**	5	13	31	51
Grade 6	99	99	100.0	99	**2484.8**	8	10	37	44
Grade 7	114	114	100.0	114	**2515.9**	18	15	27	39
Grade 8	96	94	97.9	94	**2543.5**	27	17	10	47
All Grades	500	492	98.4	492		12	16	29	42

	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
Grade Level	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 4	11	44	45	7	57	35	11	52	37
Grade 5	11	27	62	7	43	50	3	50	47
Grade 6	8	34	58	9	45	45	7	56	37
Grade 7	25	28	46	18	40	41	18	68	14
Grade 8	33	21	46	24	44	32	22	39	38
All Grades	18	30	52	13	45	41	12	54	34

Conclusions based on this data:

1. Concepts and Procedures had the highest percentage above standard and the highest percentage below standard.

2. There is a large percentage of students above standard in 8th grade.

3. Our participation goal was met.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
4	1	3	12	39	13	42	3	10	2	6	31
5	1	3	12	30	13	33	9	23	5	13	40
6	1	4	8	35	9	39	2	9	3	13	23
7			8	36	5	23	6	27	3	14	22
8			7	37	7	37	3	16	2	11	19
Total	3	2	47	35	47	35	23	17	15	11	135

2014-15 CELDT (Annual Assessment) Results

Conclusions based on this data:

1. The majority of our students are at the Early Advanced or Intermediate levels.

2. Fewer 7th and 8th graders are tested.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	2014-15 CELDT (All Assessment) Results										
	#	%	#	%	#	%	#	%	#	%	#
4	1	3	12	36	14	42	3	9	3	9	33
5	1	2	12	28	13	30	11	26	6	14	43
6	1	4	8	33	10	42	2	8	3	13	24
7			10	42	5	21	6	25	3	13	24
8			7	37	7	37	3	16	2	11	19
Total	3	2	49	34	49	34	25	17	17	12	143

Conclusions based on this data:

1. The majority of our students are at the Early Advanced or Intermediate levels.

2. Fewer 7th and 8th graders are tested.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	113	142	135
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	113	142	135
Number Met	68	60	80
Percent Met	60.2%	42.3%	59.3%
NCLB Target	57.5	59.0	60.5%
Met Target	**Yes**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	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	30	87	45	100	35	106
Number Met	7	38	6	30	12	34
Percent Met	23.3%	43.7%	13.3%	30.0%	34.3%	32.1%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	**Yes**	**No**	**No**	**No**	**Yes**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		--

Conclusions based on this data:

1. AMAO 1 target was not met but the percent met increased over the previous year..

2. AMAO 2 target met for students with less than 5 years of English instruction but not met for more than 5 years of instrcution.

3. AMAO 3 target met participation target in both ELA and Math.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	307	319	371
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	307	319	371
Number Met	158	158	203
Percent Met	51.5	49.5	54.7
NCLB Target	57.5	59.0	60.5%
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	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	242	147	267	126	280	166
Number Met	28	56	45	43	61	53
Percent Met	11.6	38.1	16.9	34.1	21.8	31.9
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	**Yes**	**Yes**	

Conclusions based on this data:

1. AMAO 1 target was not met.

2. AMAO 2 target increased in both the "less thatn 5 Year" and the " 5 or more year" categories.

3. AMAO 3 target was met in both English-Language Arts and Math.

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:

SUBJECT: English Language Arts and Writing
LEA GOAL:
Improve student achievement by supporting changes in classroom instruction.
SCHOOL GOAL #1:
After review of available data it has been determined that there is a need to increase student achievement in Language Arts and Writing for all students.
Data Used to Form this Goal:
Data from a variety of sources is used for on going assessment to improve student achievement. Data from the California English Language Development Test (CELDT), the California Standards Test (CST), the California Assessment for Student Performance and Progress (CAASPP), the Academic Performance Index (API), the Adequate Yearly Progress (AYP), and grade level and subject area benchmark tests are accessible on the data warehousing system Online Assessment and Reporting System (OARS) and our student information data system AERIES. Computerized assessments in reading and math are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units. The data from these assessments are used to inform instruction.
Findings from the Analysis of this Data:
Reading is an area of concern. Listening is an area of strength.
How the School will Evaluate the Progress of this Goal:
Regular evaulation of STAR Reading and theme tests which include multiple measures - fluency, spelling, vocabulary, phonemic awareness, phonics and decoding and reading comprehension.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Continue implementation of CA Treasures Reading Series 4-6 Grades, Holt Reading 7-8 Grades, Triumphs (SPED), Sopris West Language! program 4-8 grades.	2015-2016	Principal, Teachers, Reading Specialist	Textbooks, workbooks, teacher materials	4000-4999: Books And Supplies		5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Development and professional collaboration is used to discuss instructional strategies, data, curriculum and intervention.	2015-2016	Principal, teacher - Each Wednesday All Year	Included in Teachers' Salaries	1000-1999: Certificated Personnel Salaries		
Data Meetings are utilized to analyze data and plan instruction. Data meeting are scheduled at six week intervals or at the end of a unit. Writing assessments are consistent 4th-6th grades.	6 week intervals	Principal, Teachers, Reading Specialist	Substitute Teachers	5800: Professional/Consulting Services And Operating Expenditures	Title I	2100
District LATTE Committee Preview ELA/ELD Core materials for a future adoption	2015-2016	District	Substitute Teachers	5800: Professional/Consulting Services And Operating Expenditures	Title I	1200
1.75 -Title I teacher Reading Specialist - CCSS -ELA implemenation modules, data meetings, assists teachers in reading instruction, small group instruction, ELD	2015-2016	Principal, Reading Specialist	Reading Specialist, teacher	2000-2999: Classified Personnel Salaries	Title I	60,000
Implement Accelerated Reader Enterprise Program and STAR Reading Assessment	2015-2016	Principal, Teachers	Accelerated Reading Program	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	5800
Supplementary Materials Intensive Intervention Sopris West Language! program 4-8 grades. ELD materials	2015-2016	Teachers	Materials	4000-4999: Books And Supplies	School and Library Improvement Program Block	6000
3- Title III paraprofessionals	2015-2016	Principal, Reading Specialist	Paraprofessional Salaries	2000-2999: Classified Personnel Salaries	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Libraries Open at breaks	2015-2016	Librarian	Included in Librarian's salary	2000-2999: Classified Personnel Salaries	School and Library Improvement Program Block	
Retention / Promotion	2015-2016	Principal, Counselor	Included in Salaries	1000-1999: Certificated Personnel Salaries	District Funded	
Computer Lab - Dedicated Para professional To help with computer skills, word processing, research. 2 students labs 2 Chrome Book Carts 3 Additional Chrome Book Carts to be assed in 2016-2017. Both the labs and Chrome Books provide expanded access to technology and improve the ability teach research and writing skills.	2015-2016	Principal	Included in Paraprofessional Salaries Technology	2000-2999: Classified Personnel Salaries 0000: Unrestricted	Title I Part A: Allocation LCFF - Base	30,000 36,000

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 (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:

SUBJECT: English Language Learners
LEA GOAL:
The LEA goal is to close achievement gaps by by supporting changes in classroom instruction.
SCHOOL GOAL #2:
After review of available data it has been determined that there is a need to increase student achievement for students who scored a level 1, 2 or 3 on the CELDT assessment and scored in the Standards Not Met band on the CAASPP assessment.
Data Used to Form this Goal:
Data from a variety of sources is used for on going assessment to improve student achievement. Data from the California English Language Development Test (CELDT), the California Assessment for Student Performance and Progress (CAASPP), the Academic Performance Index (API), the Adequate Yearly Progress (AYP), and grade level and subject area benchmark tests are accessible on the data warehousing system Online Assessment and Reporting System (OARS) and our student information data system AERIES. Computerized assessments in reading and math are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units. The data from these assessments are used to inform instruction.
Findings from the Analysis of this Data:
Many students have difficultiies moving past the intermediate level of the CELDT.
How the School will Evaluate the Progress of this Goal:
Theme tests which inclued multiple measures - flueny, spelling, vocabulary, phonemic awareness, phonics and decoding and reading comprehension, CELDT scores, grade level writing assessments, STAR Reading, STAR Math and Diagnostic tools such as ADEPT.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4th Using the ELD component of CA Treasures 5th graders placed in Language! program and using the ELD component of CA Treasures 7th and 8th grader ELD students placed in the Language! program	2015-2016	Reading Specialist Teachers	Sopris West Language! Materials	4000-4999: Books And Supplies	Title I	1500.00
			Teachers	1000-1999: Certificated Personnel Salaries	General Fund	
			Reading Specialist	1000-1999: Certificated Personnel Salaries	Title I	60,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4th graders - ELD Instruction 8:15-11:00 5th graders - ELD Instruction 8:15-11:30 6th graders - 45 minutes of ELD instruction 8:15-9:00 7th and 8th graders - additional period of ELD instruction with the Language! Program.	2015-2016	Teachers Reading Speciallist	Sopris West Language! Materials HOLT Materials CA Treasures	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I Lottery: Instructional Materials Lottery: Instructional Materials	1500.00
Alignment of instruction with content standards: ELD standards utilized by teachers during ELD instructional periods and utilizing sheltered insrtuction	2015-2016	Teachers Reading Speciallist	Collaboration Time	1000-1999: Certificated Personnel Salaries	General Fund	
Improvement of ELD Instructional Strategies Materials usage	2015-2016	Teachers Reading Speciallist	Collaboration Time	1000-1999: Certificated Personnel Salaries	Site Formula Funds	
Cornell Notes implemented in 7th - 8th grades. 7th and 8th grade standardized rubric for writing.	2015-2016	Teachers Reading Speciallist	Collaboration Time	1000-1999: Certificated Personnel Salaries	Site Formula Funds	
Extended Learning Time through ASES	2015-2016	ASES Director / Staff	ASES Tutor/ Homework Time	7000-7439: Other Outgo	After School and Education Safety (ASES)	137700
Migrant Liason - Academic counceling	2015-2016		Migrant Tutor	None Specified		
Staff development and professional collaboration: ELD program discussed at collaboration	2015-2016	Teachers Reading Speciallist	Collaboration Time	1000-1999: Certificated Personnel Salaries	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of staff, parents and community: Regular update of SITE Plan Monthly District English Language Advisory Committee meetings Establish a site English Language Advisory Committee	2015-2016	Principal Site Council Superintendent	Parent Meetings	None Specified		
2 -Lingual Para Educators Newcomers receive small group instruction from Para-professionals. Extended day homework assistance.	2015-2016	Reading Speciallist	Bi-Lingual Para Educator	2000-2999: Classified Personnel Salaries	Title III	35,000
Computer Lab - Dedicated Para professional To help with computer skills, word processing, research. 2 students labs 2 Chrome Book Carts Both the labs and Chrome Books provide expanded access to technology and improve the ability teach research and writing skills.	2015-2016	Para professional				

Planned Improvements in Student Performance

<div align="center">

School Goal #3

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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:

SUBJECT: Math
LEA GOAL:
Close achievement gap by supporting changes in classroom instruction.
SCHOOL GOAL #3:
After review of available data it has been determined that there is a need to increase student achievement in Math for all students.
Data Used to Form this Goal:
Data from a variety of sources is used for on going assessment to improve student achievement. Data from the California Assessment of Student Performance and Progress (CAASPP), the Academic Performance Index (API), the Adequate Yearly Progress (AYP), and grade level and subject area benchmark tests are accessible on the data warehousing system Online Assessment and Reporting System (OARS) and AERIES student information data system. Computerized assessments in math are utilized to assess growth multiple times during our year. The data from these assessments are used to inform instruction.
Findings from the Analysis of this Data:
After review of available data it has been determined that there is a need to increase student achievement in Math for all students.
How the School will Evaluate the Progress of this Goal:
Progress toward this goal will be assessed by using CAASPP data to who fall in the Not Met Standards band. Classroom assessments, STAR Math data and grade level benchmark assessments will generate progress data. Data from intervention group instruction will assist in monitoring progress toward grade level standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7th and 8th grade intervention using UCLA algebra readiness curriculum	2015-2016	Teachers	Algebra Readiness Materials - UCLA Materials	4000-4999: Books And Supplies	Lottery: Instructional Materials	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4th grade intervention - Small Groups 7th and 8th grade Math support class 4th grade St. Stephens math tutoring	2015-2016	Teachers, Administration	Math Intervention	2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	
				4000-4999: Books And Supplies	Lottery: Instructional Materials	
				1000-1999: Certificated Personnel Salaries	General Fund	
Professional Development with consultant Pam Hutchison, Director of UC Davis Math Project. The focus will be on the selection and implementation of a new math adoption, benchmark assessments and instructional strategies.	2015-2016	Administration	Consultant Fee	5800: Professional/Consulting Services And Operating Expenditures	Title I	8,500
Implementation of new math curriculum: Grades K-5 Bridges in Mathematics, the Math learning Center Grades 6-8 Connected Mathematics 3, Pearson Grade 8 Integrated Math, Carnegie Learning	2015-2016	Teachers and Administration	Bridges	4000-4999: Books And Supplies	Lottery: Instructional Materials	18000
			CMP3	4000-4999: Books And Supplies	Lottery: Instructional Materials	45000
			Integrated I	4000-4999: Books And Supplies	Lottery: Instructional Materials	2500
Accelerate Math utilized to enhance instruction of grade level standards Math Facts in a Flash STAR Math Assessment	2015-2016	Teachers	AM	4000-4999: Books And Supplies	General Fund	5000
			Math Facts	4000-4999: Books And Supplies	General Fund	2500
			STAR Math	4000-4999: Books And Supplies	General Fund	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Transition to Common Core State Standards Workshops, collaboration time	2015-2016	Teachers and Administration	Collaboration	1000-1999: Certificated Personnel Salaries	General Fund	

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:

SUBJECT: High Achieving Students
LEA GOAL:
Improve Student Achievement
SCHOOL GOAL #4:
Improve scores for high achieving students
Data Used to Form this Goal:
Data from local sources and CAASPP assessments
Findings from the Analysis of this Data:
High achieving students need to continually be challenged to maintain or increase their academic levels.
How the School will Evaluate the Progress of this Goal:
CAASPP test data, grades and local assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Honor Roll assemblies, activities for scoring advanced and proficient on CAASPP tests, Student of the Month, AR awards, 4-6 and 7-8 Monthly assemblies to recognize students with Achievement Awards	September, November and March Monthly		Student Recognition	0001-0999: Unrestricted: Locally Defined	General Fund	2500
			Student Recognition		ASB	1200
Study Skills Improvement - Planners	August - June	Teachers		4000-4999: Books And Supplies	LCFF - Base	4500
language Development Class - The Hawk's Eye Student created literary book (Hawk's Eye)	August 2015 - May 2016 6th grade Hawk's Eye Teacher	Teacher		4000-4999: Books And Supplies	LCFF - Base	1200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7th - 8th Field Days (Fall Festival, Sports Day, Spring Activity)	TBA Aug 2015-May 2016	Teacher	Leadership		ASB	1500
Celebrate students who score exceeding or meeting standards on the CAASPP assessment 2014-2015	August 2015 - May 2016					
Typing Program utilized in the study skills class.	August 2015 - May 2016					
4th - 5th grades students are leveled for ELA. Grade level and above students receive leveled instruction	August 2015 - May 2016					
6th grade leveled for Math instruction. Grade level and above students receive leveled instruction.	August 2015 - May 2016					
Advanced Math courses for 7th and 8th graders • Pre-Algebra • Integrated I	August 2015 - May 2016					

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:

SUBJECT: Improve atmosphere in our school and improve communication between home and school.
LEA GOAL:
Improve atmosphere in our school and improve communication between home and school.
SCHOOL GOAL #5:
Improve atmosphere in our school and improve communication between home and school.
Data Used to Form this Goal:
Parent surveys, Teacher surveys
Findings from the Analysis of this Data:
There is a need to increase communication between home and school
How the School will Evaluate the Progress of this Goal:
Parent and Teacher survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Friday Eblast that includes pertinent weekly information	Weekly	VP				
Form and English Language Advisory Committee	Monthly	Principal				
News letters published distributed via email / by hand/ posted on the school website.	Monthly	Principal/ webmaster	Printing Costs	4000-4999: Books And Supplies	LCFF - Base	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evening Parent Education Math Night BTSN Open House Shady Creek Parent Night School Loop Training Internet Safety Parent Club	2015-2016	Administration	Math Night	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1500
			Parent information	4000-4999: Books And Supplies	Lottery: Instructional Materials	500

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #3**</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #4**</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #5**</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I Part A: Allocation	137,251	107,251.00
LCFF-EL	91,105	91,105.00
After School and Education Safety	137,700	0.00
Lottery: Instructional Materials	15,000	-52,000.00
Title III	17,494	-17,506.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
After School and Education Safety (ASES)	137,700.00
ASB	2,700.00
General Fund	12,500.00
LCFF - Base	43,700.00
Lottery: Instructional Materials	67,000.00
School and Library Improvement Program Block	6,000.00
School Wide Program (SWP)	5,800.00
Title I	134,800.00
Title I Part A: Allocation	30,000.00
Title III	35,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	36,000.00
0001-0999: Unrestricted: Locally Defined	2,500.00
1000-1999: Certificated Personnel Salaries	60,000.00
2000-2999: Classified Personnel Salaries	125,000.00
4000-4999: Books And Supplies	92,200.00
5000-5999: Services And Other Operating Expenditures	5,800.00
5800: Professional/Consulting Services And Operating	13,300.00
7000-7439: Other Outgo	137,700.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
7000-7439: Other Outgo	After School and Education Safety (ASES)	137,700.00
	ASB	2,700.00
0001-0999: Unrestricted: Locally Defined	General Fund	2,500.00
4000-4999: Books And Supplies	General Fund	10,000.00
0000: Unrestricted	LCFF - Base	36,000.00
4000-4999: Books And Supplies	LCFF - Base	6,200.00
5800: Professional/Consulting Services And	LCFF - Base	1,500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	67,000.00
4000-4999: Books And Supplies	School and Library Improvement Program	6,000.00
5000-5999: Services And Other Operating	School Wide Program (SWP)	5,800.00
1000-1999: Certificated Personnel Salaries	Title I	60,000.00
2000-2999: Classified Personnel Salaries	Title I	60,000.00
4000-4999: Books And Supplies	Title I	3,000.00
5800: Professional/Consulting Services And	Title I	11,800.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	30,000.00
2000-2999: Classified Personnel Salaries	Title III	35,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	141,100.00
Goal 2	235,700.00
Goal 3	85,000.00
Goal 4	10,900.00
Goal 5	2,500.00

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
Jody Johnston	X				
Deanna Jarrett		X			
Lara Kelleher			X		
Pam Giuliano		X			
Cyndi Simmons				X	
Jennifer Forry				X	
Craig Dunn				X	
Numbers of members of each category:	**1**	**3**	**1**	**3**	**0**

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)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
	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): LATTE Committee Math Committee	_____ 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 December 13, 2010.

Attested:

Jody Johnston
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Lara Kelleher
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date