



# Ortega Elementary

**Pacifica School District**

San Mateo County (CDS)

Principal: Marc Lorenzen

Date of this revision: December 1, 2011

The School Site Plan is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal 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 School Site Plan.

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

Contact Person: Marc Lorenzen  
Position: Principal  
Telephone Number: 650-738-6670  
Address: 1283 Terra Nova Blvd. Pacifica CA 94044  
E-mail Address: [mlorenzen@pacificasd.org](mailto:mlorenzen@pacificasd.org)

The District Governing Board approved this revision of the School Site Plan on \_\_\_\_\_.

## School Site Council

### Members

<b>Name</b>	<b>School Position</b>	<b>Council Position</b>
<i>Gina Tosetti</i>	<i>Parent</i>	<i>Member</i>
<i>Stacy Russel</i>	<i>Parent</i>	<i>Vice Chair</i>
<i>Gloria Fare</i>	<i>Parent</i>	<i>Member</i>
<i>Nancy Silver</i>	<i>Teacher</i>	<i>Member</i>
<i>Julia Hall</i>	<i>Parent</i>	<i>Secretary</i>
<i>Marc Lorenzen</i>	<i>Principal</i>	<i>Chair</i>
<i>Lynne Maggioncalda</i>	<i>Secretary</i>	<i>Member</i>

## TABLE OF CONTENTS

<b>SECTION I: Mission Statements and School Description</b>	<b>4</b>
<b>SECTION II: School Data Analysis Summary</b>	<b>6</b>
<i>Adequate Yearly Progress (AYP) and Academic Performance Index (API) Data Sets</i>	6
<i>Narrative Data Report</i>	10
<i>Conclusions from Student Performance Data Analysis</i>	11
<b>SECTION III: Leadership, School Organization and Support Structures &amp; Parental and Community Engagement/Involvement</b>	<b>13</b>
<i>Survey and Meeting Finding</i>	13
<b>SECTION IV: School Site Plan Goals/Strategies and Activities/Evaluation</b>	<b>14</b>
<i>Literacy/Reading/Language Arts</i>	14
<i>Mathematics</i>	17
<i>Healthy Choice/Life Skills and Patterns/Assets Development/Social Responsibility Building</i>	19
<i>School Health and Wellness through the Engagement/Involvement of Parent/Family/Community</i>	21
<b>SECTION V: Compliance Items/Forms</b>	<b>23</b>

## **SECTION I: MISSION STATEMENTS AND SCHOOL DESCRIPTIONS**

### **Pacifica School District Mission Statement**

Pacifica School District, the community it serves, and the children they cherish, together prepare each child to meet the challenges of the future by providing an equitable, rigorous academic program which nurtures curiosity and inspires joy, confidence, and achievement in learning.

#### **Our beliefs:**

- Every person has inherent value.
- Trust and integrity are essential for successful relationships.
- Everyone has responsibility for his/her own actions.
- One person's actions can have an effect in the life of another.
- Learning is essential for personal growth.
- Working together we can build a strong community.

### **School Vision and Mission**

We commit to provide students and families the best educational program, using research-based materials and teaching strategies. We believe strongly in a balanced literacy program that provides all students with leveled, individual instruction using authentic materials and approaches. We are committed to providing a rigorous and comprehensive program in a nurturing learning environment.

- We believe that all students can learn.
- We believe that science, arts, and environmental studies are essential learning components.
- We believe that students need to be cooperative, working together to learn and help everyone succeed.
- We believe that students must be motivated, enthusiastic learners to thrive and grow.

# School Profile Description

Ortega's API has grown over 100 points during the last seven years. We have achieved that growth by focusing on best practices in Math and Literacy in all our classrooms. This year we hired a coach to facilitate implementing Reading Workshop. In addition, all teachers were provided extensive new literature and support materials to replace the basal reader. We also provide target students with early literacy and math intervention. Interventions include Reading Recovery, Leveled Literacy Interventions, Math aides and computer basic skills math programs.

Our school draws from a strong, broad-based community which is demonstrated by a large multigenerational student body (parents and grandparents attended our school) and a very successful PTO. Our PTO's fundraising provides a credentialed librarian, PE teacher, Art teacher, reading aides, math skills support, technology, and teacher materials stipends. Students also attend weekly science labs and a biweekly garden program provided by school SIP funds.

We are located in the most beautiful and sunny spot in Pacifica. Teachers, students and their families have a deep love of Ortega and their involvement in our school demonstrates that love.

## General Information

School Population 456  
Teachers 24

Grade Levels K-5  
Parents W/ College Degree 51%

## Mobility

96%

## Ethnicity

African American 2%, Asian 8%, Hispanic 24% White 66%

## Low Income

Free and Reduced Lunch Participation 20%

## Average Class Size

K-3 23  
4-5 30

**SECTION II: SCHOOL DATA ANALYSIS SUMMARY  
2010-2011 ADEQUATE YEARLY PROGRESS DATA SETS**

	<b>Language Arts</b> Met all percent proficient rate? Yes						<b>Mathematics</b> Met all present proficient rate criteria? Yes				
	Number of Students Tested	Participation Met 2011 AYP Criteria	Valid Scores	Number Proficient	Percent Proficient	Met 2011 AYP Criteria	Valid Scores	Number Proficient	Percent Proficient	Met 2011 AYP Criteria	
<b>School wide</b>	312	Yes	311	199	63.8	Yes	311	236	75.9	Yes	
<b>African American</b>	2						2				
<b>American Indian or Alaska Native</b>	4						4				
<b>Asian</b>	9						9				
<b>Filipino</b>	7						7				
<b>Hispanic</b>	78	Yes		43	55.1	Yes	78	53	67.9	Yes	
<b>Pacific Islander</b>	3						3				
<b>White</b>	186	Yes		125	67.6	Yes	185	146	78.9	Yes	
<b>Two or More Races</b>	21			17	81.0		20	18	90.0		
<b>Socio-economically Disadvantaged</b>	59	Yes		38	64.4	Yes	59	40	67.8	Yes	
<b>English Learner</b>	13			11	84.6		12	10	83.3		
<b>Students with Disabilities</b>	47			10	21.3		46	16	34.8		

### ACADEMIC PERFORMANCE INDEX (API) INDICATOR

	2011 Base	2010 Base	2010-2011 Growth Target	Change	Met 2011 API Criteria
<b>Schoolwide</b>	838	835	0	+3	Yes
<b>African American</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Filipino</b>					
<b>Hispanic</b>	815	815	+0	0	Yes
<b>Pacific Islander</b>					
<b>White</b>	854	838	+0	+16	Yes
<b>Two or More Races</b>	890	873	+0	+17	Yes
<b>Socio-economically Disadvantaged</b>	820	815	+0	+5	Yes
<b>English Learner</b>					
<b>Students with Disabilities</b>					

### Five-year Grade Level Comparison: English Language Arts/Math (% Proficient and Advanced)

Grades	2007	2008	2009	2010	2011
2	69/75	52/79	55/76	64/77	60/80
3	36/51	48/60	45/65	49/66	61/85
4	61/61	51/47	67/49	64/73	82/86
5	51/50	53/58	58/62	66/72	73/72
% Proficient and Above (Meeting Standard) Total All Grades by year.	<b>55/59</b>	<b>52/64</b>	<b>55/64</b>	<b>61/72</b>	<b>69/81</b>
# GATE Eligibility	12	10	15	15	14
Science % (5 <sup>th</sup> Grade)	43	50	60	78	67
M-MARS % Prof	78%	61%	60%	60%	72%
Writing % Prof	99%	99%	100%	No Test	82%
<b>API</b>	<b>795</b>	<b>800</b>	<b>807</b>	<b>836</b>	<b>838</b>

## CST Four Year Grade Level Comparison    Strands

### CST English Language Arts Strands 2008/2009/2010/2011

Grade	Word Analysis	Comprehension	Literature Response	Conventions	Writing Strategies
2	57/54/77/70	53/52/74/70	57/69/83/80	56/59/73/68	55/59/70/62
3	51/53/66/79	48/39/74/74	38/39/74/83	43/41/57/67	58/55/66/65
4	46/63/74/80	57/64./71/71	64/62/69/77	47/50/73/75	44/63/66/62
5	51/53/69/79	50/62/69/74	52/65/77/76	58/50/71/73	55/60/70/69

### CST Math Strands 2008/2009/2010/2011 (plus MARS cohort testing)

Grade	Operations	Fractions	Algebraic Functions	Measurement/ Geometry	Data Analysis	2010 MARS	2011 MARS
2	74/63/85/75	81/78/87/81	71/65/84/75	83/76/84/81	71/65/85/81	91%	76%
3	64/76/80/84	63/65/85/81	64/76/82/87	56/64/78/85	42/75/76/89	82%	70%
4	45/50/83/89	47/47/76/85	47/58/82/88	58/42/69/76	67/38/79/84	60%	70%
5	57/53/72/68	69/62/73/71	63/69/75/76	61/67/71/71	35/51/83/82	60%	78%

## Narrative Data Report

Ortega continues to demonstrate strong academic achievement as measured using the state's Academic Performance Index (API) with a 3 point increase in our 2010-2011 API score. Ortega's 838 API reflects both maintaining our incredible 2009-10 30 point gain and a slight increase in 2010-11. Schoolwide California Standards Test data demonstrate substantial growth in the percent of students performing proficient or above in English Language Arts (ELA) and Math. Our ELA/Math proficiency has grown from 52/64 in 2008 to 69/81 in 2011, well above the state average. Ortega has met all the 2010-2011 Adequate Yearly Progress (AYP) performance targets in both language arts and mathematics for all subgroups. All subgroups showed marked improvement (a 5 to 17% increase) in the number of students performing proficient or above) with the exception of our Hispanic subgroup. The percent of Hispanic students scoring proficient or above remained the same in ELA and increased slightly in math (+2.6%) with approximately 8 to 9% less Hispanic students scoring proficient or above compared with schoolwide scores. All grade-level cohorts groups showed an improvement over the past four years of testing (2<sup>nd</sup> through 5<sup>th</sup>) with the exception of a dip in 3<sup>rd</sup> grade ELA performance. Below basic and far below basic groups continue to decline from previous years in both subject areas. Developmental Reading Assessment (DRA) analysis revealed a decline in benchmark proficiency after first grade.

Math continues to be an area of strength for Ortega students as demonstrated by the high CST scores and continuing MARS performance improvement. School wide the proficiency rate improved 12% to 72% in the 2010-2011 school year. All grade levels, 2<sup>nd</sup> through 5<sup>th</sup>, scored 70% or higher. Mathematical operations and basic number sense continue to lag behind other math strands, particularly in fifth grade when students are expected to already know basic calculations.

It is clear that Ortega needs to continue to implement its early intervention programs. In addition to our ongoing small group Reading Recovery program which focuses on emergent literacy and initial reading, we have added several Leveled Literacy Intervention groups to provide additional support for our target students (underperforming as measured by the DRA and CST) in fluency and comprehension. In addition of our implementation of Balanced Literacy and district support of this effort we provided substantial additional support to implement Reading Workshop this year including: literature books and organizational materials; Reading Workshop Coach; and two aides. Staff development remains a primary focus. Our teachers meet every Wednesday to develop lessons and share successful strategies with grade level cohort groups and district wide grade level groups. They also will continue to participate in the Teacher's College training throughout the year. With a fully implemented Balanced Literacy Program and RTI support for struggling students, we fully expect continued improvement of our student's literacy in reading and writing.



<b>Supplemental Support in School Organization and Student Wellness</b>	<b>DESCRIPTION</b>
<b>ITEM</b>	
Counseling Services and Outreach Support	We have 10 students in counseling using services provided by Youth Service Bureau and the school has access to Lynne Gallo for families in need of social services. All teachers and students are training in basis "Talk It Out" strategies.
Peer- to-Peer Relationship Support	We have three ongoing "Friendship Clubs" that provide 20 students social skill development. A service provided by our psychologist intern.
PTO	PTO executive board meets monthly to discuss fundraising and to organize community events. There are three general PTO meetings for all parents to attend to be informed about the PTO process. The PTO publishes a weekly newsletter and sends out information via emails and face book.
Special Day Class Student Inclusion	All SDC students are mainstreamed in all electives and some academic areas to provide opportunities for all students to work and play together resulting in stronger relationships and self esteem for both SDC and regular education students.
Environmental Activities	All students participate in our gardening program, school wide cleanups and special assemblies. Students are also encouraged to participate in monthly school plantings, citywide clean ups and save the air days.

## SECTION III: LEADERSHIP, SCHOOL ORGANIZATION, AND SUPPORT STRUCTURES & PARENT COMMUNITY ENGAGEMENT/INVOLVEMENT

### Survey and Meeting Findings

Issues	Findings
<p><i>Based on Parent Surveys:</i></p> <p>School Site Council Meetings Fall 2011</p> <p>Parent Communication Survey Fall 2011</p>	<p>Laboratory Science scored second highest at 3.76 (! Being high, 10 being low)</p> <p>Health and Nutrition scored 3.99</p> <p>Priorities for the council were support in science and RTI programs.</p> <p>Parents prefer electronic communication via newsletter 87% and Facebook 47%</p>
<p><i>Based on Student Surveys:</i></p> <p>Based on Staff Surveys Principal Leadership Responsibilities Survey (prepared by Principal, completed by teachers)</p>	<p>Area of Strength: Fostering Shared Beliefs and a sense of community, flexible and comfortable with dissent, advocate for teachers and students, provides teachers with materials and staff development</p> <p>Area of Improvement: Improve standard operating procedures and routines</p>

**SECTION IV: SCHOOL SITE PLAN GOALS/STRATEGIES AND ACTIVITIES/EVALUATION**

**Goal #1** *Implementation of Balanced Literacy Program with an emphasis on Reading Workshop*

**Expected Student Outcomes/Results:**

All students will be engaged in a balanced literacy program. There will be a measurable increase their reading comprehension and writing skills (10% more proficient) as measured by CST Language Arts and Writing results, and District DRA

<b>Strategies/Actions to Implement Goal #1</b>	<b>Start/Completion Date/Personnel</b>	<b>Each Funding Source/Amount</b>	<b>Process for Evaluation of Implementation and Monitoring</b>
1.1 95% of teachers participated in June PSD Teachers College Reading and Writing Institute.	Start: June 2011 Completion: June 2011 <i>Teachers College</i>	District RTI funds	All teachers implementing Reading Workshop in the classrooms
1.2 All teachers collaborating in ongoing yearlong district provided Teacher's College Reading Workshop staff development.	Twice during the 2011-2012 school year <i>Teachers College</i>	District RTI funds	All teachers attend trainings

Strategies/Actions to Implement Goal #1	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation and Monitoring
1.3 All teachers are provided Reading Workshop Coach support to assist with the implementation of Reading Workshop and Words Their Way.	Support Teacher hired From August to December 2011  <i>Coach: Robin Foster</i>	\$23,000 SIP Funds	All teachers receive weekly coaching, training and lesson plan support. Reading Workshop and Words Their Way implemented successfully school wide
1.4 Teachers were provided literature and support materials to implement Reading Workshop.	June –November 2011 <i>District/Principal</i>	District and Site SIM funds  (Site: \$7,000)	Each classroom has fully functioning leveled library with sufficient books and supplies to implement program. All students participating.
1.5 Teachers are provided aide support to implement Reading Workshop.	September 2011 – June 2012  <i>Two aides hired</i>	PTO funds  \$16,000	Aides follow a weekly schedule supporting teachers with small groups and classroom library support.
1.6 A certificated librarian manages the library, teaches library skills, and provides model lessons	September 2011-June 2012  <i>Librarian: Sharron Wilson</i>	PTO funds  \$16,000	All classes attend library at least once a week, receive skill development, and check-out appropriate books.
1.7 Purchase series of grade-level collections of books to build classroom libraries in support of Reading Workshop literacy.	January-May, 2012  <i>Librarian/Teachers</i>	Grant  \$4,500	Collections used in the library and classrooms to support balanced literacy program and other curricular areas such as social studies.

Strategies/Actions to Implement Goal #1	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation and Monitoring
1.8 Students who would benefit from extra reading support are provided <i>Reading Recovery</i> program for one semester (highest level intervention for far below level readers) based on DRA and CST data.	September –December 2011 (grades 2-3) , January –June 2012 (grade 1)  <i>Teacher: Kathy Green</i>	Site SIP funds, grants and donations  \$14,000	Fifteen indentified students attend 3 x weekly 45 minute sessions in group reading recovery.  Continuous monitoring of reading progress. Weekly contact with parents
1.9 Students identified by DRA/CST as needing extra reading support are provided <i>Leveled Literacy Intervention</i> (LLI) by site coach using district provided LLI materials (High level intervention for below grade level readers)	October –December 2011 (grade 2-3)  <i>Coach: Robin Foster</i>	Site SIP Funds  Cost included in Coach cost)	Two groups of three students attend intensive, four times a week 40 minute reading group intervention. Continuous monitoring of reading progress. Weekly contact with parents
1.10 Continuing LLI support provided by aide trained by Reading Coach is provided for students who have not reached grade-level proficiency in English Language Arts.	January – June 2012 (grades 2-3)  <i>Trained Reading Aide</i>	Site SIP Funds	Two groups of three students attend intensive, four times a week 40 minute reading group intervention. Continuous monitoring of reading progress. Weekly contact with parents
1.11 Grade-level meetings are held to discuss student successes and challenges to support teachers identifying classroom strategies to improve student learning.	September-June 2012 (grades 2-5)  Staff	District	Teacher will meet monthly and implement specific, direct instruction in writing conventions.

**Goal #2***Enhance and align math instruction***Expected Student Outcomes/Results:**

Student will increase (10% more proficient) their basic math skills and the ability to apply those skills conceptually as measured by CST and MARS testing.

Strategies/Actions to Implement Goal #2	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation and Monitoring
2.1 Teacher participation in district wide grade-level collaboration to monitor scope and sequence implementation.	2011-2012 school year. <i>Staff/District Coach</i>	Staff Development time/District Funds	Teachers attend collaborative meetings, successful implementation of timely and appropriate math scope and sequence
2.2 Monthly MARS (Performance assessments) practice assessments in all Grade 2-5 classrooms.	2011-2012 school year <i>Staff/District Coach</i>	District Funds	All students practice MARS tasks on monthly basis. All students are tested district wide twice a year, teachers grade tasks and discuss results for improvement
2.3 Students grades 1-5 are provided adaptive web-based program to improve basic math concepts.	November 2011 – May 2012 <i>Aide</i>	PTO funds \$1,500	Identified students participate in after school math skills class twice a week. Students will have pre and post tests to check for improvement.

Strategies/Actions to Implement Goal #2	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation and Monitoring
2.4 Students grades 4-5 will receive extra support with classroom curriculum and basic skills using web-based math program and help from support teacher.	November 2011 – May 2012 <i>Support Teacher : Melyssa West</i>	PTO Funds \$3,000	Identified students receive extra teacher support to learn key math concepts. Improvement on CST's
2.5 Students grades 3-5 will be provided access to a staffed afterschool homework center to assist them in completion of math homework assignments. And to receive extra support.	October 2011 – May 2012 <i>Teachers/aides/volunteer/high school students</i>	SIP funds Grant	Homework center grant support document, student attendance, teacher identification

**Goal #3**

*Ortega students will receive instruction that promotes healthy choices, life skills, assets development, and/or social responsibility building.*

**Expected Student Outcomes/Results:**

Students will maintain and/or increase their physical and emotional health as measured by CST PE results and participation in various activities and programs. There will be a decrease in agitated interactions as measured by a decrease in referrals to the office.

<b>Strategies/Actions to Implement Goal #3</b>	<b>Start/Completion Date/Personnel</b>	<b>Each Funding Source/Amount</b>	<b>Process for Evaluation of Implementation and Monitoring</b>
3.1 Students will be provided the opportunity to improve social skills through organized Friendship Clubs	Begin October 2011 End June 2012  <i>Psychologist Intern</i>	Youth Service Bureau	Ongoing Friendship Club student participation. Students will be monitored during class, recess and lunch for more engaged, positive social interactions
3.2 Support students in accessing one-on-one counseling as appropriate.	Begin September 2011 End June 2012  <i>YSB Counselor Site Counselor</i>	Youth Service Bureau	Students receive ongoing counseling. Evaluation at the end of the year to provide feedback to parent and teacher.
3.3 Implementation of <i>Talk It Out</i> Strategies to provide students positive conflict resolution skills through the use of key strategies.	Begin September 2011 End June 2012  <i>Staff</i>	Staff	Students trained by teachers to use Talk It Out strategies to resolved conflicts. Students observed using strategies.

Strategies/Actions to Implement Goal #3	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation and Monitoring
3.4 Implementation of district <i>Character Initiative</i> to improve positive student interactions and positive choices.	Begin September 2011 End June 2012  <i>Principal/ Staff</i>	District	Teachers and principal use discussion and literature to model positive character traits for students.
3.5 Provide schoolwide character building assemblies.	Begin September 2011 End June 2012  <i>Outside agencies/programs</i>	PTO \$1,500	Students attend 3 school wide assemblies each year
3.6 K-3 psycho-motor program to promote sensory integration, gross motor skills, development and fitness.	Begin September 2011 End June 2012  Teacher: Laura Howell	PTO \$10,000	Student K-3 participate in a weekly PE program, to improve skills.
3.7 Implement Gardening program K-5 to provide students opportunities to grow and harvest plants, compost, and recycle allowing for the integration of cross curricular content.	Begin September 2011 End June 2012  <i>Master Gardener</i>	SIP Funds \$3,500	Students attend twice monthly gardening program. Foods grown and harvested
3.8 Provide Science labs to promote students hands on experiments to foster a conceptual understanding of key scientific concepts	Begin September 2011 End June 2012  <i>Contractors</i>	SIP Funds \$16,000	All students K-5 attend weekly science labs. Students have greater understanding of key scientific concepts.

**Goal #4**

*Foster parent/family and community engagement/involvement building on parent/family/community strengths. Positive results will be measured by increased student attendance and improved parent teacher communication.*

**Expected Student Outcomes/Results:**

**Student attendance at school, tardies and absences, will improve by 10%. Parent participation in PTO activities will increase.**

Strategies/Actions to Implement Goal #4	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation and Monitoring
4.1 PTO sponsored community events that promote and foster a stronger community.	Begin September 2011 End June 2012  <i>PTO</i>	PTO Up to \$4,000	Events are planned and implemented, families participate
4.2 Parents participation in Pacifica School Volunteer literacy and math training	Twice Year  <i>Pacifica School Volunteers</i>	PSV	Attendance at events is strongly encouraged in newsletters. Parents attend training and help their child with homework.
4.3 Take Home Book program to promote parent/child interactions around literacy, an essential part of the Reading Workshop program.	Begin September 2011 End October 2012  <i>Teachers/Parents</i>	District Funds and Staff Time	Parents read with children every night; logs are signed and returned to the classroom weekly.

<b>Strategies/Actions to Implement Goal #4</b>	<b>Start/Completion Date/Personnel</b>	<b>Each Funding Source/Amount</b>	<b>Process for Evaluation of Implementation and Monitoring</b>
4.4 Parents conferences twice a year to support an exchange regarding student learning.	November 2011 March 2011  <i>Parents/Teachers</i>	District Funds	Every parent attends child's conference twice a year
4.5 Multiple efforts to promote regular and effective home/school communication. i.e.: Teacher newsletters and homework, take home book program, Face book, weekly PTO newsletter, emails, principal communication, SSC council and PTO executive and general meetings.	August 2011 – June 2012 <i>Principal, Teachers and PTO</i>	SIP and PTO funds	All families receive pertinent information regarding academic and community events

## SECTION V: COMPLIANCE ITEMS/FORMS

### Form B: School Site Council Membership

California *Education Code* Section 64001(g) requires that the School Site Plan AKA Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp [Ingrid B. Lacy and Sunset Ridge], by the school site council (SSC). The current make-up of the SSC is as follows:<sup>1</sup>

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Gina Tosetti				x	
Stacey Russel				x	
Gloria Fare		x			
Nancy Silver		x			
Julia Hall				x	
Marc Lorenzen	x				
Lynne Maggioncalda			x		
Numbers of members in each category	1	2	1	3	

<sup>1</sup> At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools, there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

### Form C: 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 School Site Plan AKA 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)**:

- |  |                  |
|--|------------------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee                 | Signature: _____ |
| <input type="checkbox"/> English Learner Advisory Committee                              | Signature: _____ |
| <input type="checkbox"/> Special Education Advisory Committee                            | Signature: _____ |
| <input type="checkbox"/> Gifted and Talented Education Advisory Committee                | Signature: _____ |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | Signature: _____ |
| <input type="checkbox"/> Compensatory Education Advisory Committee                       | Signature: _____ |
| <input type="checkbox"/> Departmental Advisory Committee (secondary)                     | Signature: _____ |
| <input type="checkbox"/> Other committees established by the school or district          | Signature: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in this School Site Plan 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 School Site Plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This School Site Plan was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

Typed name of School Principal	Signature of School Principal	Date
Typed name of SSC Co Chairperson	Signature of SSC Co Chairperson	Date