

# The Single Plan for Student Achievement

**School:** CRITTENDEN SCHOOL  
**CDS Code:** 43-69591-6049472  
**District:** Mountain View Whisman School District  
**Principal:** Angela Dillman  
**Revision Date:** 09/05/2017

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

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

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

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## School Vision and Mission

### CRITTENDEN SCHOOL's Vision and Mission Statements

#### Vision

Every student, family, staff, and community member is engaged and committed to learning in a collaborative, diverse, and innovative partnership.

#### Mission

We inspire, prepare, and empower every student.

#### School Core Values

Crittenden Panthers are positive people, actively engage, working together, striving for excellence to foster resilience, self-advocacy, growth mindset

## School Profile

Crittenden Middle School is located in Mountain View, a suburban community of 78,000, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which serves more than 5,000 students in eight elementary schools and two middle schools. The school receives students from all elementary schools in the district and the main feeder schools are Monta Loma and Theuerkauf elementary schools. Crittenden Middle School represents the diverse community of Mountain View and works to prepare students to be lifelong learners with success at high school, higher education, and beyond.

### 2017-18 Goals

#### Goal 1: English Language Arts

By May 2018, the percent of students proficient on the CAASPP ELA Summative in each grade will increase by the following percentages:

6th grade - from 62% to 68% (20 additional students meeting or exceeding standards)

7th grade - from 63% to 69% (27 additional students meeting or exceeding standards)

8th grade - from 65% to 71% (16 additional students meeting or exceeding standards)

**STRATEGY:** Crittenden will implement effective and consistent literacy strategies for students to build skills and achieve success in rigorous classes beyond middle school. This will be done through the implementation of effective and consistent strategies used across the curriculum for annotation of texts, building academic vocabulary, and citing and analyzing evidence to support answers.

By May 2017, the percent of students proficient on the CAASPP Math Summative in each grade will increase by the following percentages:

#### Goal 2: Mathematics

6th grade - from 56% to 61% (18 additional students meeting or exceeding standards)

7th grade - from 54% to 59% (22 additional students meeting or exceeding standards)

8th grade - from 56% to 61% (12 additional students meeting or exceeding standards)

**STRATEGY:** Crittenden will implement effective and consistent mathematical strategies for students to build skills and achieve success in rigorous classes beyond middle school. This will be done through the implementation of effective and consistent use of exit tickets, common assessments, and pacing.

#### Goal 3: Long Term English Language Learners

By May 2018, the number of Long Term English Language Learners will be reduced by ten percent from 25 students to 22 students.

**STRATEGY:** Long Term English Language Learners will be scheduled in the appropriate ELD support classes and be enrolled in a Specially Designed Academic Instruction in English (SDAIE) Social Studies class that will support language acquisition through academic content. Long Term English Language Learners will work with our California English Language Development Test coordinator to understand the necessary areas for growth for reclassification and will set goals to achieve this.

#### Goal 4: Professional Development

Teachers will work in Professional Learning Communities to develop common assessments and data-driven instruction to support all learners, including English Language Learners and Special Education Students.

STRATEGY: Teachers will present to the staff their Professional Learning Community cycle findings and share best practices twice a year. Teachers will attend six professional development trainings on Sheltered Instruction Observation Protocol and implement 4 key areas during the 2017-18 school year.

#### Goal 5: School Climate

School suspensions for students with disabilities will be reduced by 10%

STRATEGY: Developing restorative practices and fostering an inclusive and supportive culture with a focus on changing behavior through learning and personal growth.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Analysis of Current Instructional Program

In conjunction with the needs assessments, the categories below 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

Crittenden Middle School is committed to providing students with a high quality education aligned to the California State Standards which guide their instruction. In order to monitor students' progress, teachers administer curriculum-embedded assessments and modify their instruction to meet students' needs. Teachers regularly meet with department, grade level, and Professional Learning Community colleagues to analyze student achievement data and identify strengths and weaknesses. Based on this information, teachers adjust their instruction and work with their colleagues and administrators to monitor students' attainment of these goals.

Students, parents, and staff members received scores from Smarter Balanced Assessment Consortium (SBAC) tests, which are a part of the California Assessment of Student Progress and Performance (CAASPP). The results of this assessment are used to identify areas of need and served as a starting point for this year's Single Plan for Student Achievement. Crittenden saw growth in Mathematics and was able to maintain results in English Language Arts while implementing new curriculum.

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

Crittenden teachers work in Professional Learning Communities to develop curriculum-embedded common formative assessments. These assessments are designed to assess learning of key standards needed for growth and to address areas of need as indicated by Smarter Balanced Assessment Consortium (SBAC) results. Teachers also collaborate in partnership with staff from across Mountain View Whisman to develop common benchmark assessments. This data is used to measure student growth, analyze instructional programs, and create continuous improvement goals.

Staffing and Professional Development

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

Teachers at Crittenden are credentialed to teach their assigned content areas and possess authorizations required to teach English Language Learners, with the exception of two teachers who are in a university intern program taking courses for a clear California teaching credential. There are seven teachers currently participating in the new teacher induction program, which is a partnership between the Santa Cruz Silicon Valley New Teacher Project and the Mountain View Whisman School District. This two-year program provides teachers with support and training in their new profession and allows new teachers to obtain a clear teacher credential. In addition to new teacher induction support, new teachers receive guidance and assistance from the administration, office staff, from their colleagues, and from instructional coaches.

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

District Instructional Coaches regularly meet with Crittenden staff members to help improve their teaching practice, including providing assistance with administering instructional materials, classroom management, and English Language Development strategies. The instructional coaches have been particularly critical in helping implement literacy support across the curriculum, which is evidenced in our rising test scores.

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

Teachers in Mountain View Whisman School District have been provided with ongoing professional learning on administering district- and school-adopted instructional materials, Sheltered Instruction Observation Protocol (SIOP), and Professional Learning Communities. At Crittenden, teachers are provided with regular opportunities to collaborate during staff meetings, department meetings, grade level meetings, department release days, professional development days, and during their common preparation period. Furthermore, Crittenden math teachers share a release day with our fellow Mountain View Whisman middle school, Isaac Newton Graham, to align practices and work toward a common pacing guide.

Opportunity and Equal Educational Access

6. Services provided by the regular program that enable underperforming students to meet standards

Every student at Crittenden has the opportunity to be successful. In every classroom, teachers use research-based educational practices to ensure that students attain academic success. Teachers regularly monitor students' progress to identify those who are struggling. To assist these students, teachers use resources available in the district-adopted instructional materials. Students struggling in any subject are offered the opportunity to attend extended day interventions and tutoring.

## Parental Involvement

### 7. Resources available from family, school, district, and community to assist under-achieving students

Crittenden Middle School is a district-funded school. While approximately 50% of families qualify for free or reduced lunch, Crittenden does not receive Title I funding. The majority of funds are allocated to the Local Control Funding Formula and Site Discretionary categories, and each year our Site Council evaluates the progress of our students and works to allocate the funds to help underperforming students meet state standards. At Crittenden, funding has been used to pay for after school homework assistance, intervention, tutoring, and purchasing materials to support English Language Learners, Socioeconomically Disadvantaged students, and Foster Youth.

### 8. 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)

The families of Crittenden Middle School are a critical part of our continued success. Parents participate regularly in events like School Site Council, English Learner Advisory Committee, Back to School Night, parent conferences, Open House, awards assemblies, the annual Walkathon, and help chaperone a number of events such as school dances and field trips like the 8th grade Yosemite trip. Teachers and our counselor reach out to parents of students who are struggling to provide them with additional resources and support. Our Assistant Principal, Community Engagement Facilitator, and Student Advisor are all bilingual in Spanish and English, as are several teachers. We also have bilingual office and classroom aides. All of these individuals help translate, interpret, and enable our Spanish-speaking families to participate in school activities and communicate with school staff.

## Funding

### 9. Services provided by categorical funds that enable underperforming students to meet standards

Crittenden does not receive categorical funds.

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

Crittenden Middle school saw a drop in test scores in math for English Language Learners and special education students. Due to constraints in the schedule, our English Language Learners are not able to receive intervention support in subjects other than English Language Development during the school day. This requires intervention after school which is voluntary for students and costly for the site. After school intervention also conflicts with other activities. Most special education students do not receive an elective of choice which could provide students an enriching experience and help cultivate positive perceptions of school and learning.

# School and Student Performance Data

## CAASPP Results (All Students)

### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	224	227	225	218	221	222	218	220	222	97.3	97.4	98.7
Grade 7	188	217	213	186	209	212	186	209	212	98.9	96.3	99.5
Grade 8	202	183	214	190	180	209	189	180	209	94.1	98.4	97.7
All Grades	614	627	652	594	610	643	593	609	643	96.7	97.3	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2544.1	2551.8	2559.3	20	23	27.03	36	39	35.59	28	24	27.48	16	14	9.91
Grade 7	2558.7	2585.6	2580.4	13	29	24.53	41	37	38.68	27	21	22.17	18	13	14.62
Grade 8	2574.4	2596.8	2602.5	17	21	25.84	37	43	38.76	27	24	24.40	19	12	11.00
All Grades	N/A	N/A	N/A	17	25	25.82	38	39	37.64	28	23	24.73	18	13	11.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	25	25	34.23	49	49	42.79	27	26	22.97
Grade 7	23	33	36.32	55	46	44.81	22	20	18.87
Grade 8	25	34	33.97	44	45	45.93	31	21	20.10
All Grades	24	30	34.84	49	47	44.48	27	23	20.68

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	22	31	36.94	59	49	47.75	18	20	15.32
Grade 7	28	40	36.32	53	49	46.70	19	11	16.98
Grade 8	27	37	38.28	52	49	46.89	21	14	14.83
All Grades	25	36	37.17	55	49	47.12	19	15	15.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	17	21	23.42	70	70	65.32	14	10	11.26
Grade 7	15	24	21.70	70	62	60.38	15	13	17.92
Grade 8	18	22	21.05	66	70	67.94	16	8	11.00
All Grades	16	22	22.08	69	67	64.54	15	11	13.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	39	40	39.19	52	50	48.65	10	10	12.16
Grade 7	27	44	43.87	58	43	45.28	16	13	10.85
Grade 8	26	32	45.93	56	57	39.71	18	11	14.35
All Grades	31	39	42.92	55	49	44.63	14	11	12.44

**Conclusions based on this data:**

1. Testing data shows improvement over the course of the past few years. Crittenden staff will also continue training in appropriate instructional strategies and interventions to ensure all students have opportunities to demonstrate achievement and success on all levels.
2. Addition of differentiated instructional strategies would benefit the student population in increasing student engagement and improved grades in English Language Arts and Math. In our subgroups of English Language Learners and Students with Disabilities, scores need to improve. We will target instruction for these subgroups to improve the percentage of students who meet or exceed the standards
3. Through the analysis of data it is evident that we need to continue to focus on instructio. All staff members will take part in yearlong professional development has been planned in conjunction with District goals.



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	224	227	225	219	223	223	219	223	223	97.8	98.2	99.1
Grade 7	188	217	213	185	212	213	185	212	213	98.4	97.7	100
Grade 8	202	183	214	193	180	210	193	180	210	95.5	98.4	98.1
All Grades	614	627	652	597	615	646	597	615	646	97.2	98.1	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2544.2	2560.5	2561.5	22	32	33.63	21	17	22.42	35	35	26.01	21	16	17.94
Grade 7	2554.5	2585.0	2587.5	19	28	34.27	22	29	19.25	38	30	29.11	22	12	17.37
Grade 8	2559.2	2579.3	2598.9	26	25	34.76	13	20	20.95	21	28	20.48	39	27	23.81
All Grades	N/A	N/A	N/A	22	29	34.21	19	22	20.90	31	31	25.23	27	18	19.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	26	40	39.01	43	33	33.63	31	27	27.35
Grade 7	30	39	45.54	38	38	27.70	32	23	26.76
Grade 8	31	33	41.90	27	32	29.52	42	35	28.57
All Grades	29	38	42.11	36	34	30.34	35	28	27.55

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	22	32	34.08	53	44	39.91	25	24	26.01
Grade 7	21	33	31.92	49	48	47.89	30	18	20.19
Grade 8	21	27	32.38	48	56	40.48	31	18	27.14
All Grades	22	31	32.82	50	49	42.72	28	20	24.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	27	31	31.39	50	49	45.29	22	20	23.32
Grade 7	25	36	35.68	64	53	51.64	10	10	12.68
Grade 8	26	27	34.76	48	52	45.71	26	21	19.52
All Grades	26	32	33.90	54	51	47.52	20	17	18.58

**Conclusions based on this data:**

1. Testing data shows improvement over the course of the past few years. Crittenden staff will also continue training in appropriate instructional strategies and interventions to ensure all students have opportunities to demonstrate achievement and success on all levels.
2. Addition of differentiated instructional strategies would benefit the student population in increasing student engagement and improved grades in English Language Arts and Math. In our subgroups of English Language Learners and Students with Disabilities, scores need to improve. We will target instruction for these subgroups to improve the percentage of students who meet or exceed the standards
3. Through the analysis of data it is evident that we need to continue to focus on instruction. All staff members will take part in yearlong professional development has been planned in conjunction with District goals.

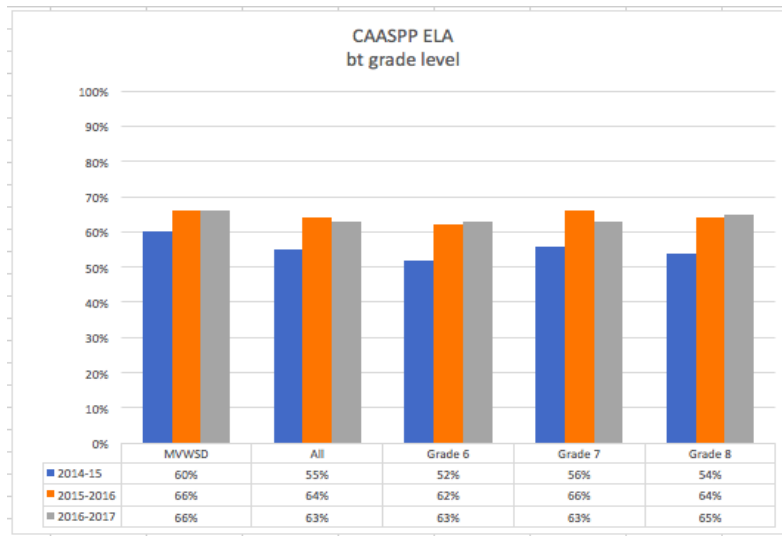
## Demographics

These are the students we serve:

	2014-2015	2015-2016	2016-2017
English Learners*	22%	20%	15%
Reclassified Fluent English Proficient*	36%	37%	38%
SocioEconomically Disadvantaged	58%	56%	51%
Students with Disabilities	13%	13%	14%
White	19%	20%	23%
Asian	5%	5%	7%
Hispanic/Latino	60%	56%	52%
Total Enrollment	603	630	663

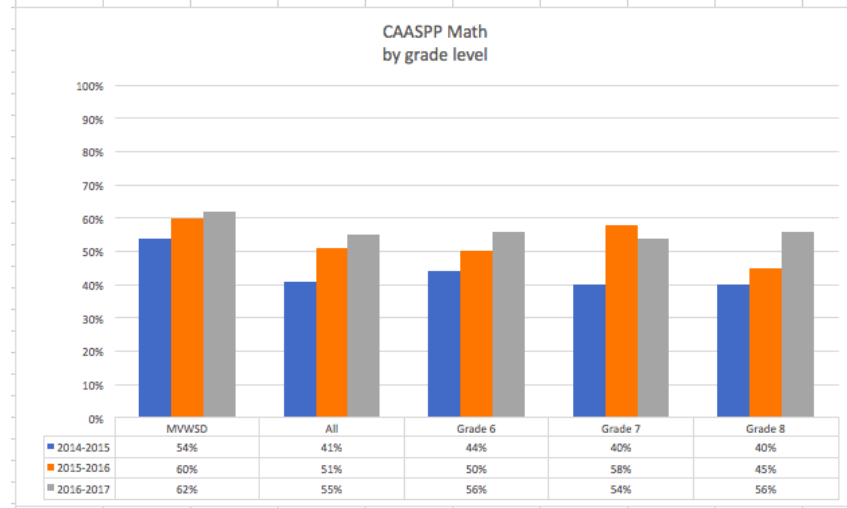
Mountain View Whisman School District

## CAASPP - ELA by grade level



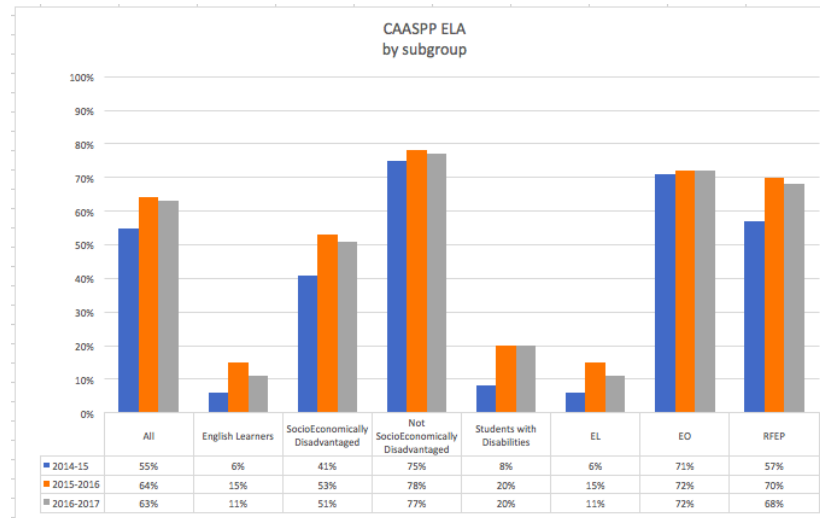
Mountain View Whisman School District

## CAASPP - Math by grade level



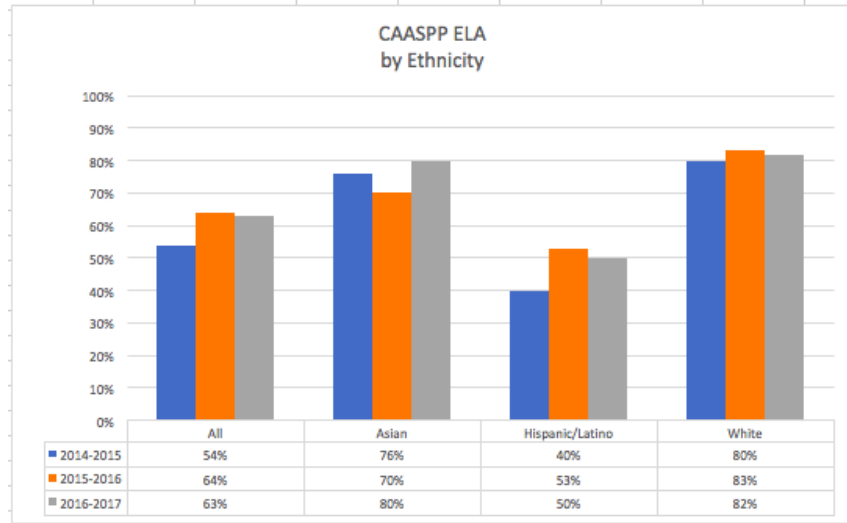
Mountain View Whisman School District

## CAASPP - ELA by Subgroup



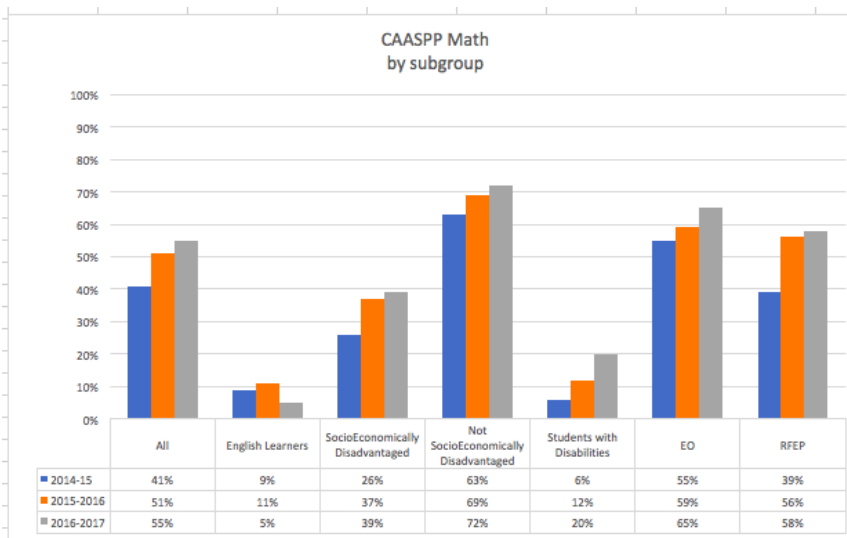
Mountain View Whisman School District

## CAASPP - ELA by Ethnicity



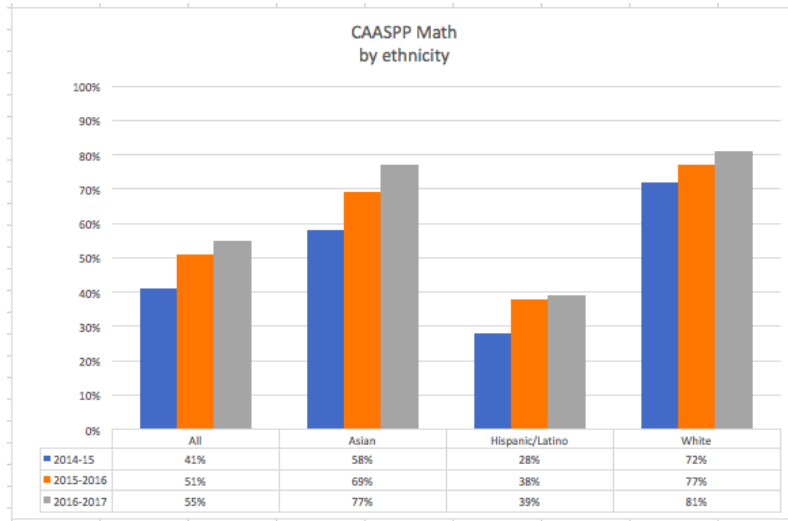
Mountain View Whisman School District

## CAASPP - Math by Subgroup



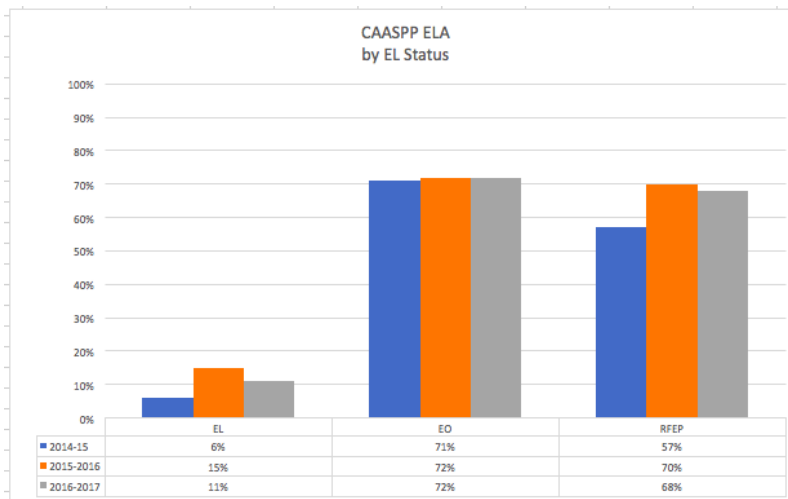
Mountain View Whisman School District

## CAASPP - Math by Ethnicity



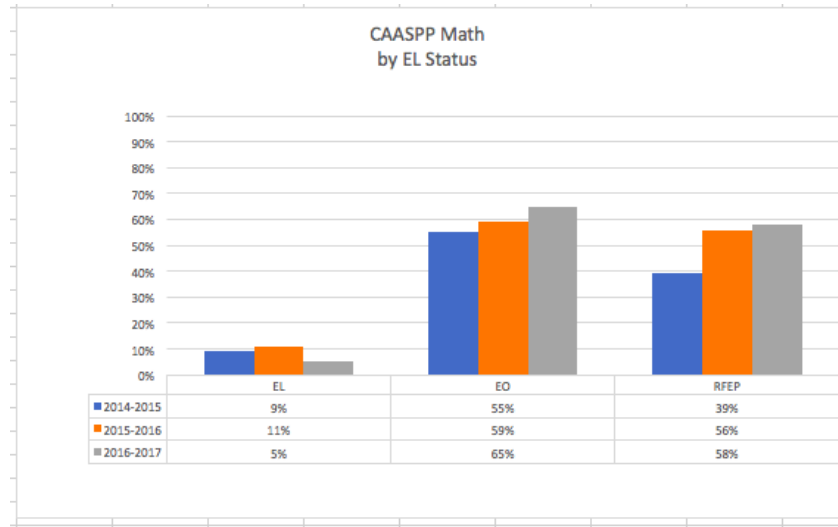
Mountain View Whisman School District

## CAASPP - ELA by English Learner Status



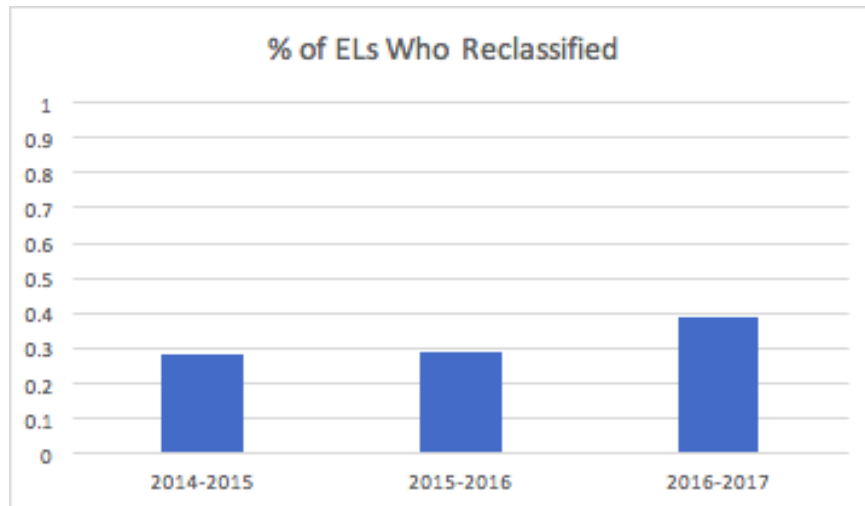
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## CAASPP - Math by English Learner Status



Mountain View Whisman School District

## Reclassification



Mountain View Whisman School District

## Attendance and Suspension

### Attendance Rates

2014-15: 96.3%

2015-16: 97%

2016-17: 97.4%

### Suspension Rates

2014-15: 10%

2015-16: 9%

2016-17: 7%

Mountain View Whisman School District





## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: Every student will be prepared for high school and 21st century citizenship</b>
<b>LEA/LCAP GOAL:</b>
Goal 3: Provide a broad course of study to ensure that all students are prepared for high school with the academic skills and mindset necessary for successful citizenship in the 21st century.
<b>Strategic Plan</b>
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
<b>SCHOOL GOAL #1:</b>
Academic Achievement Goal(s):  By May 2018, the percent of students proficient on the CAASPP ELA Summative assessment will increase from 63 to 67%.  ELA By May 2018, the percent of students proficient on the CAASPP ELA Summative in each grade will increase by the following percentages: 6th grade - from 63% to 68% (20 additional students meeting or exceeding standards) 7th grade - from 63% to 69% (27 additional students meeting or exceeding standards) 8th grade - from 65% to 71% (16 additional students meeting or exceeding standards)  STRATEGY: Crittenden will implement effective and consistent literacy strategies for students to build skills and achieve success in rigorous classes beyond middle school. This will be done through the implementation of effective and consistent strategies used across the curriculum for annotation of texts, building academic vocabulary, and citing and analyzing evidence to support answers.
<b>Data Used to Form this Goal:</b>
California Assessment of Student Performance and Progress District benchmarks and writing assessments California English Language Development Test (CELDT) Reclassification rates Long Term English Learner percentage rates

**Findings from the Analysis of this Data:**

There is an achievement gap between English-Only, general education students and English Learners and Special Education students.

**2016-17 Goal**

By May 2017, the percent of students proficient on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts Summative in each grade will increase by the following percentages:

6th grade: from 62% to 68% - Actual 63%, goal not met

7th grade: from 66% to 72% - Actual 63%, goal not met

8th grade: from 64% to 70% - Actual 65%, goal not met

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

Throughout the year district benchmark assessments will be used to monitor progress toward proficiency. Struggling readers, many of whom are English Language learners and students with IEPs, will work to improve lexile scores to show progress to reading at grade level.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Academic Vocabulary: To continue building academic vocabulary, staff and site administration assessed and decided on the use of the Membean program for all students.</p> <p>Teachers will regularly review and assess student understanding of key English Language Arts/Literacy vocabulary.</p>	<p>ELA will administer initial calibration and assessments (given 3- 4 times a trimester).</p>	<p>Site administration, Literacy Coach, English Language Arts &amp; Social Studies staff</p>	<p>student and teacher subscriptions, training, professional development</p>	<p>0001-0999: Unrestricted: Locally Defined</p>	<p>TSSP</p>	<p>10,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Reading and Writing: In English Language Arts classes, teachers distribute and use a common Literacy Packet to support and reinforce reading and writing strategies across the curriculum. Student packet includes rubrics for reading, writing, and discussion, as well as guides to support success in those areas. Literacy packet will be used primarily in English Language Arts, Social Studies, and Science courses.</p>	Ongoing – department meetings, release days	Site administration, all teachers (particularly English Language Arts/English Language Development, Social Studies, and Science); and instructional coaches	No site expense - substitutes for teacher release days provided by district funds			
<p>Read 180: Blended learning model in which students who have demonstrated need for growth in English Language Arts work in rotations to build reading, writing, and listening skills. Students work in small groups with the teacher and also use a computer program for foundational skills and a listening center to expand fluency and reading comprehension.</p> <p>Ongoing training provided by the publisher will assist in interpreting data and planning</p>		Read 180 teachers, Literacy Coach, site administration	materials and supplies for listening center and reading materials	0001-0999: Unrestricted: Locally Defined	TSSP	2500
<p>Tutoring Tutoring and Enrichment: Just Read, Mentoring Tutor Connection, Homework Center</p>	October - May	Teachers, librarian, administration, counselor	Hourly pay for tutors.	1000-1999: Certificated Personnel Salaries	TSSP	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Observations and walkthroughs: Coaches and administration support teachers by providing feedback from weekly walkthroughs focused on student learning outcomes.	Ongoing	Instructional coaches, administration	No site expense			
Skills Bootcamps: Analyze benchmark data to identify targeted groups of students nearly meeting standard and creating focused skills “bootcamps” to teach and practiced pinpointed areas.	August-Sept: Analyze data, identify students and focus areas  Sept: Develop bootcamp materials and inform students and parents  Oct - ongoing: run small “bootcamps” to address targeted interventions and reviews	Administrators, counselors, English Language Arts/Math teachers, School Community Engagement Facilitator	Hourly pay for teachers	1000-1999: Certificated Personnel Salaries	TSSP	2500
Study Skills: Added 8th period study skills class for students at risk of not graduating. Students can maintain their regular day elective and get help with homework, organization, and study skills.	Ongoing	Teachers, counselors, administration, School Community Engagement Facilitator	No site expense - part of regular teacher duty			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use PLCs, release days, and common planning time to collaboratively implement the Study Sync curriculum with fidelity, to develop common formative assessments track progress toward learning goals and adjusting lesson/unit approach, order, and pacing as necessary.	Ongoing	Teachers, instructional coaches, administration	No site expense - part of regular teacher duty			

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Achievement gaps will be eliminated for all student groups in all areas</b>
<b>LEA/LCAP GOAL:</b>
Goal 3: Provide a broad course of study to ensure that all students are prepared for high school with the academic skills and mindset necessary for successful citizenship in the 21st century.
<b>Strategic Plan</b>
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
<b>SCHOOL GOAL #2:</b>
By May 2018 the percent of students proficient on the Math Summative will increase from 55% to 59.5%.
By May 2018, the percent of students proficient on the Math Summative in each grade will increase by the following percentages:
6th grade - from 56% to 61% (18 additional students meeting or exceeding standards)
7th grade - from 54% to 59% (22 additional students meeting or exceeding standards)
8th grade - from 56% to 61% (12 additional students meeting or exceeding standards)
STRATEGY: Crittenden will implement effective and consistent mathematical strategies for students to build skills and achieve success in rigorous classes beyond middle school. This will be done through the implementation of effective and consistent use of exit tickets, common assessments, and pacing.
<b>Data Used to Form this Goal:</b>
California Assessment of Student Performance and Progress (CAASPP) District assessments

**Findings from the Analysis of this Data:**

There are achievement gaps among different student groups.

**2016-17 Goal**

By May 2017, the percent of students proficient on the California Assessment of Student Performance and Progress (CAASPP) Math Summative in each grade will increase by the following percentages:

6th grade: from 50% to 55% - Actual 56%, goal exceeded

7th grade: from 58% to 63% - Actual 58%, goal not met by 1%

8th grade: from 45% to 50% - Actual 56%, goal exceeded

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

Increased scores among all student groups with reduced gaps between student groups.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math Use Professional Learning Communities, release days, and common planning time to collaboratively implement the Eureka curriculum with fidelity, to develop common formative assessments track progress toward learning goals and adjusting lesson/unit approach, order, and pacing as necessary.	Ongoing	Math teachers, instructional coaches, site and district administration	No site expense - part of regular teacher duty and district funded substitute teachers for release days			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Tutoring Tutoring and Enrichment: Just Math, GEM (Girls Exploring Math), Mentoring Tutor Connection, Homework Center</p> <p>Tutoring and Enrichment for College Bound Class</p> <p>IA support in .0 math classes.</p> <p>WEB After School Tutoring for At-Risk 6th Graders</p>	October - May	Teachers, Site administration, Guidance Counselor, facilitator	Tutors, teachers, materials/supplies	1000-1999: Certificated Personnel Salaries	TSSP	60,000
<p>Observations: Coaches and administration support teachers by providing feedback from walkthroughs focused on student learning outcomes.</p>	Ongoing	Site and district administration, instructional coaches	No site expense			
<p>Skills Bootcamps: Analyze benchmark data to identify targeted groups of students nearly meeting standard and creating focused skills “bootcamps” to teach and practiced pinpointed areas.</p>	<p>August-Sept: Analyze data, identify students and focus areas</p> <p>Sept: Develop bootcamp materials and inform students and parents</p> <p>Oct - ongoing: run small “bootcamps” to address targeted interventions and reviews</p>	Administrators, counselors, English Language Arts/Math teachers, School Community Engagement Facilitator	Hourly teacher pay	1000-1999: Certificated Personnel Salaries	TSSP	2500



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Study Skills:            Added 8th period study skills class for students at risk of not graduating. Students can maintain their regular day elective and get help with homework, organization, and study skills.</p>	Ongoing	Teachers, counselors, administration, School Community Engagement Facilitator	No site expense - part of regular teacher duty			

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Crittenden will work to increase the number of students reclassifying as fluent English speakers.</b>
<b>LEA/LCAP GOAL:</b>
Goal 2: Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.
<b>Strategic Plan</b>
Goal 2: Achievement gaps will be eliminated for all student groups in all areas.
<b>SCHOOL GOAL #3:</b>
By May 2018, the number of Long Term English Language Learners will be reduced by ten percent from 25 students to 22 students.  Strategies: Long Term English Language Learners will be scheduled in the appropriate English Language Development support classes and be enrolled in a Specially Designed Academic Instruction in English (SDAIE) Social Studies class that will support language acquisition through academic content. Long Term English Language Learners will work with our California English Language Development Test coordinator to understand the necessary areas for growth for reclassification and will set goals to achieve this.
<b>Data Used to Form this Goal:</b>
California Assessment of Student Performance and Progress (CAASPP) District assessments California English Language Development Test (CELDT) Reclassification rates Long Term English Learner percentage rates
<b>Findings from the Analysis of this Data:</b>
Our data shows that there is a wide gap in learning in both English Language Arts and in Math by our English Language Learners as evidenced in particular by the CAASPP scores and a large number of Long Term English Language Learners.  2016-17 Goal - Increase the percentage of English learners meeting and exceeding standard from 15% to 25% in English Language Arts and from 11% to 25% in math. Met? - No. The percentage of English Learners meeting/exceeding standard in English Language Arts decreased by 4% and decreased in math by 6%

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

The reclassification rates, California English Language Development Test (CELDT) scores, and California Assessment of Student Performance and Progress (CAASPP) scores when compared from year to year will help us determine the success of our actions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Direct English Language Development Instruction and Support: English 3D curriculum used to improve reading, writing, listening skills	Ongoing	Teacher, instructional coaches, California English Language Development Test (CELDT) coordinator, guidance counselor, site and district administration, coaching from publisher	Bilingual aide	2000-2999: Classified Personnel Salaries	TSSP	30000
EL Goals and Progress Monitoring: Reclassification goal setting meetings and check ins will be organized by the counselor and California English Language Development Test (CELDT) coordinator. EL students will have regular progress monitoring checks to help them understand the reclassification process and to assess progress toward goals of reclassification	Ongoing	Teacher, instructional coaches, California English Language Development Test (CELDT) coordinator, guidance counselor, site and district administration, facilitator, at-risk supervisor	No expenditures per regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Newcomer Success Plan Students who are newly arrived to the US and are English language learners will be enrolled in appropriate language support software programs to support English acquisition	Ongoing	Teacher, instructional coaches, California English Language Development Test (CELDT) coordinator, guidance counselor, site and district administration, facilitator technology department	No expenditures per regular staff responsibilities			
Sheltered Social Studies Classes Content class to build literacy skills through teaching and learning social studies content.	Ongoing	Teachers, instructional coaches, California English Language Development Test (CELDT) coordinator, school engagement facilitator, administration	No expenditures per regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Sheltered Instruction Observation Protocol (SIOP) Strategies</p> <p>Implement SIOP Strategies to address learning needs of ELs in content area classes.</p> <p>SIOP Features 1 &amp; 2: Posting content and language objectives daily to inform students of what they will be learning and how they will demonstrate their learning.</p> <p>SIOP Feature 9: All teachers will post and actively use key vocabulary and word walls as appropriate to support student language proficiency</p> <p>SIOP Feature 5: Teachers will use assessment results to adapt materials to address proficiency level and scaffold learning. Teachers will use a variety of resources including Read and Write for Google, Learners Dictionary, Newsela and more</p> <p>SIOP Feature 4: Teachers will use PLCs, release days, and common planning to curate a collection of supplemental materials to support the core curriculum and contextualize learning. Materials will enhance meaning, clarify confusing concepts, and make lessons more relevant.</p>	<p>August - whole staff training</p> <p>January - follow-up session with trainer</p> <p>Ongoing walkthroughs, observations and feedback throughout the year</p>	<p>Teachers, instructional coaches, California English Language Development Test (CELDT) coordinator, school engagement facilitator, site and district administration</p>	<p>No expenditures per regular staff responsibilities</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementing blended learning models in math to incorporate supplemental materials and activities to the Eureka Math curriculum. Small group instruction will allow differentiation and targeted instruction for ELs.	Ongoing	Teachers, instructional coaches, administration	No expenditures per regular staff responsibilities			
Skills Bootcamps: Analyze benchmark data to identify targeted groups of students nearly meeting fluency and creating focused skills "bootcamps" to teach and practice pinpointed areas to help students reclassify from Long Term English Language Learner.	September - review data  October - invite students and inform parents  November - April ongoing tutoring sessions with students	Teachers, instructional coaches, California English Language Development Test (CELDT) coordinator, school engagement facilitator, administration	Hourly teacher pay	2000-2999: Classified Personnel Salaries	TSSP	2000
Observations and walkthroughs: Coaches and administration support teachers by providing feedback from weekly Sheltered Instruction Observation Protocol (SIOP) walkthroughs focused on student learning outcomes.	Ongoing	Teachers, instructional coaches, site and district administration,	No expenditures per regular staff responsibilities			

## 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work.</b>
<b>LEA/LCAP GOAL:</b>
Goal 1: Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner.
<b>Strategic Plan</b>
Goal 4: Mountain View Whisman School District will invest in teachers, leaders and staff to ensure we are the place talented educators choose to work.
<b>SCHOOL GOAL #4:</b>
Teachers will work in Professional Learning Communities to develop common assessments and data-driven instruction. Teachers will present to the staff their Professional Learning Community cycle findings and share best practices twice a year. Teachers will attend six professional development trainings on Sheltered Instruction Observation Protocol and implement 4 key areas during the 2017-18 school year.
<b>Data Used to Form this Goal:</b>
Presentations, attendance and participation in trainings, and observations  2016-17 Goal - By May 2017, Professional Learning Community teams will meet regularly, develop norms and SMART goals, and identify key standards of learning, and use data to inform instructional decisions. Met: Yes, Professional Learning Community teams met regularly throughout the year and analyzed data to inform instructional decisions
<b>Findings from the Analysis of this Data:</b>
Teachers requested additional support in implementing Sheltered Instruction Observation Protocol (SIOP) and Professional Learning Community (PLC) expectations and deliverables needed to clarified.
<b>How the School will Evaluate the Progress of this Goal:</b>
Administration will attend Professional Learning Community (PLC) meetings and work with instructional coaches to support teachers in creating common formative assessments. Administration will clearly monitor deliverables from PLC groups.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Learning Communities: Professional Learning Community (PLC) groups meet regularly and follow established norms working to meet SMART goals for the year</p> <p>Each Professional Learning Community (PLC) will present results from a common assessment twice a year to the staff</p> <p>Professional Learning Community (PLC) groups will support SIOPI implementation: Use data from common formative assessments to adapt materials to address variety of proficiency levels (SIOPI Feature #5)</p>	<p>September - all Professional Learning Community (PLC) groups will share minutes and norms</p> <p>By December, all staff members will have presented one Professional Learning Community (PLC) cycle findings</p> <p>By April, all staff members will have shared second Professional Learning Community (PLC) cycle findings</p>	<p>Department/Grade chairs, all teachers, site administration</p>	<p>No expenditures - part of regular staff responsibilities</p>			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development: Teachers will receive two release days for professional development. Instructional coaches will provide six training sessions on Sheltered Instruction Observation Protocol (SIOP) throughout the year.</p> <p>Throughout the year, Instructional Coaches will assist in the implementation of adopted curriculum and support materials to help teachers' practices support student learning. Coaches are available to assist teachers in achieving individual, department, school, and district goals.</p> <p>Throughout the year, coaches and administration will participate in learning walks to help share best practices among the staff</p> <p>Administration will seek professional development opportunities for areas of need and growth on an ongoing basis</p>	Ongoing	Staff members, coaches, site administration, WEB team, club/organization advisors	No expenditures - part of regular staff responsibilities			

## 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Every student, staff, family and community member will feel valued and supported while working, learning, and partnering with MVWSD.</b>
<b>LEA/LCAP GOAL:</b>
Goal 4: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.
<b>Strategic Plan</b>
Goal 3: Build engaging and positive interactions among students, staff, parents and the community ensuring that everyone will feel welcomed and included in the educational process.
<b>SCHOOL GOAL #4:</b>
School suspensions for students with disabilities will be reduced from 15% to 10% by developing restorative practices and fostering an inclusive and supportive culture.
<b>Data Used to Form this Goal:</b>
Surveys: <ul style="list-style-type: none"><li>· Parents</li><li>· Students</li><li>· Staff</li></ul> Healthy kids survey Attendance and suspension rates
<b>Findings from the Analysis of this Data:</b>
2016-17 Goal - Increase school connectedness Met - Yes, survey showed an increase in feelings of school connectedness
<b>How the School will Evaluate the Progress of this Goal:</b>
By May of 2017 clubs will be offered most days of the week and suspensions will be reduced.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>“School Connection” Survey Results:</p> <p>Continue to offer high-quality co and extra-curricular activities that provide strong connections to school and helps students develop self-esteem, team building, friendship, and social skills.</p> <p>Throughout the year, staff will maintain high-quality programs including WEB, Leadership, athletics, Band, Orchestra, the musical, and clubs. Crittenden will also build community partnerships that serve students like the MVPD PAL, Beyond the Bell, and the Living Classroom.</p>	<p>August - September: students can form clubs and have sign ups at Club Far</p> <p>September - May: Clubs meet and organize activities throughout the year</p> <p>September - November: Musical auditions and performances</p> <p>Ongoing - athletics, WEB, Leadership, performing arts</p>	<p>Teachers, administration, counselor, at-risk supervisor, facilitator</p>	<p>Stipends, equipment, services for extracurricular activities</p>	<p>0000: Unrestricted</p>	<p>After School Enrichment</p>	<p>50000</p>
<p>Guidance Counseling Program</p> <p>Guidance counselor- create a multi-tiered system of support and intervention for academic and emotional well-being</p>	<p>Ongoing</p>	<p>Counselor, administration, facilitator, at-risk supervisor, teachers</p>	<p>Staffing supported by district</p>			
<p>WEB mentors will meet with 6th graders throughout the year</p>	<p>Ongoing</p>	<p>Teachers, administration</p>	<p>Supplies for activities and teacher training</p>	<p>0001-0999: Unrestricted: Locally Defined</p>	<p>TSSP</p>	<p>1000</p>
<p>Restorative justice training</p>	<p>November - March: training</p>	<p>Administration, At-Risk supervisor</p>	<p>Training sessions for At-Risk and administration</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>TSSP</p>	<p>7500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community service projects fostering relationships and building connections in lieu of traditional disciplinary consequences	Ongoing	Community service projects fostering relationships and building connections in lieu of traditional disciplinary consequences	No expenditures			
Musical Theater 8th period elective to provide possibility of an elective for students who do not have an elective of choice during the school day.	Ongoing	Teacher, administrators	Teacher salary	1000-1999: Certificated Personnel Salaries	TSSP	15000

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School Allocation	54,720	54,720.00
Yard Supervision	26,163	26,163.00
Donations - General	38,115	38,115.00
Donations - CR-Music	20,112	20,112.00
Donations - MS-Sports	27,818	27,818.00
TSSP	139,600	1,600.00
After School Sports - Middle School	50,000	50,000.00
Science Equipment: Middle School	5,000	5,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	50,000.00
TSSP	138,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0000: Unrestricted	50,000.00
0001-0999: Unrestricted: Locally Defined	13,500.00
1000-1999: Certificated Personnel Salaries	85,000.00
2000-2999: Classified Personnel Salaries	32,000.00
5800: Professional/Consulting Services And Operating	7,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
0000: Unrestricted	After School Enrichment	50,000.00
0001-0999: Unrestricted: Locally Defined	TSSP	13,500.00
1000-1999: Certificated Personnel Salaries	TSSP	85,000.00
2000-2999: Classified Personnel Salaries	TSSP	32,000.00
5800: Professional/Consulting Services And	TSSP	7,500.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	20,000.00
<b>Goal 2</b>	62,500.00
<b>Goal 3</b>	32,000.00
<b>Goal 5</b>	73,500.00



## 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
Angela Dillman	X				
Elana Feinsmith				X	
John Callon				X	
Michael Easley				X	
Juan Gurbiel				X	
Carol Sawyer			X		
Michael Newman		X			
Charles Federman		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>4</b>	

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

## ELAC Membership

Name of ELAC_MEMBER ELAC_MEMBERS	Principal	Classroom Teacher	Other School Staff	Parent or Community ELAC_MEMBER	Secondary Students
Sonia Gomez	X				
Michael Newman		X			
Corina Ruiz			X		
Elena Chavez				X	
Nohemi Torres				X	
Aljandra Mendoza				X	
Luz Renteria				X	
Jairro Guerra				X	
Rosa Gomez				X	
Guadalupe Ruiz				X	
Maribel Lopez				X	
Alma Gonzalez				X	
<b>Numbers of ELAC_MEMBERS of each category:</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>9</b>	

## Recommendations and Assurances

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

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

English Learner Advisory Committee

Mr. Elena Chavez  
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 .

Attested:

Angela Dillman  
Typed Name of School Principal

Angela Dillman  
Signature of School Principal

9/5/17  
Date

Elana Feinsohn  
Typed Name of SSC Chairperson

Elana Feinsohn  
Signature of SSC Chairperson

9-5-2017  
Date