

2016 Single Plan for Student Achievement

Williams Primary/Elementary School



A Resource for the School Site Council

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Part II: The Single Plan for Student Achievement

School: Williams Elementary School (WES)

District: Williams Unified

County-District School (CDS) Code: 06-61622-6003552

Principal: Melissa Willes

Date of this revision: September 28, 2016

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 October 2



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Form A: English Language Development

LEA GOAL: Leadership and innovation will be supported by providing assistance, leveraging best practices and monitoring outcomes for continuous improvement for all students by improving student learning, closing the gaps, reducing dropout rates resulting in significantly more high school graduates who are well prepared for success in college and careers.

BOARD GOAL: Students will graduate from Williams Unified with the necessary skills to enter a career or college.

SCHOOL GOAL: Each student will grow one level as measured by CELDT.

<p>What data did you use to form this goal? Data was collected and analyzed from the CA English Language Development Test (CELDT) for 2015/16.</p>	<p>What were the findings from the analysis of this data? The data indicate that the number of students who scored Early Advanced or Advanced increased by 5% from 2014-15 to 2015-16. Students are not increasing in proficiency as the assessment increases in difficulty. There is a higher % of students in First Grade who score Early Advanced/Advanced.</p>	<p>How will the school evaluate the progress of this goal? The site will monitor and evaluate the data on the CELDT state assessment.</p>
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STRATEGY: Students achieve a minimum of one year's growth on the CELDT each year.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Identify students who have grown a band as indicated by CELDT.	Administration Administration	Collect data and analyze for grades 1-2, and 3; identify students in each grade level that made growth, and make a plan for students who lacked growth.	5 hours for analysis: 5x75=\$375.00 Source: LCAP 5 hours for analysis: 5x75=\$375.00 Source: LCAP

<p>2. Develop criteria for identifying students who have a need for ELD intervention. Assess need for ELD intervention.</p>	<p>*Administration *K-3 Reading Specialist</p>	<p>Select and/or develop ELD intervention materials and resources; purchase supplementary instructional materials and benchmark assessments. Analysis of program, teacher input, targeted instruction.</p>	<p>Grade Level Collaborations Administrative and staff Review \$25,000 Supplemental/Concentration Funds 4 times per year, for one hour \$500 cost per meeting LCAP Supplemental/Concentration Funds</p>
<p>3. Coaching of individual teachers to increase the use of the ELD program in each general education classroom. Consider adoption of Sobrato's SEAL as an ELD program.</p>	<p>*Administration *Teachers on Special Assignment *K-3 Reading Specialist *Specialist External School Improvement Support</p>	<p>Schedule, provide information and receive feedback from teachers regarding curriculum and targeted instruction to meet student needs. Using data, determine the need for intervention programs. Schedule meeting once every 8 weeks to specifically discuss EL's and their growth. Daily/Weekly/Trimester: Provide additional support for teachers with daily instruction. Assistance with planning, delivery and assessment of instruction.</p>	<p>Teachers on Special Assignment \$50,000? LCAP Supplemental/Concentration Funds</p>
<p>Consider adoption of Sobrato's SEAL as an ELD program.</p>	<p>*Administration *Teachers on Special Assignment *K-3 Reading Specialist **Specialist External School Improvement Support</p>	<p>Daily/Weekly/Trimester: Create an action plan for instruction with individual teachers based on performance outcomes from observations and student data. Through outside vendors, teachers on special assignment and administration</p>	
<p>Consider adoption of Sobrato's SEAL as an ELD program.</p>	<p>*Administration *Teachers on Special Assignment *K-3 Reading Specialist *Specialist External School Improvement Support</p>	<p>Daily/Weekly/Trimester: Monitor progress of probationary 1 and 2 teachers through weekly coaching meetings and receive feedback on coaching participants.</p>	
<p>Consider adoption of Sobrato's SEAL as an ELD program.</p>	<p>General Education Teacher(s) on Special Assignment Administration</p>	<p>Monthly, Quarterly and Annually: Monitor and evaluate intervention program goals and objectives, determine if goals and objectives are being met.</p>	<p>1 hour per month 2 hours per quarter 20 hours per year \$1,140 per year</p>

	<p>K-3 Reading *Specialist External School Improvement Support</p>	<p>LCAP</p>
<p>4. ELD instruction for all students. Additionally for third grade, an after school Newcomer Class 1hr/2xweekly</p> <p>Student recognition for achievement and growth on CELDT</p>	<p>*General Education *Administration *K-3 Reading Specialist *Specialist External School Improvement Support</p>	<p>Daily: ELD strategies will be embedded in all content areas throughout the instructional day to increase language acquisition, fluency, comprehension and writing skills. Students' progress will be monitored through content area assessments. A process for identifying student needs will be established. 15/16 Identify student needs through targeted instruction. Data will be analyzed to show growth. 16/17 Identify student needs through targeted instruction. Data will be analyzed to show growth.</p> <p>Funding Source: LCAP Title I</p>
<p>5. Student Recognition for growth in English language skills and CELDT scores</p>	<p>*Administration *Teachers</p>	<p>Reading Counts awards assemblies, trimester assemblies, classroom awards, parent night.</p> <p>\$1,000 Funding Source Title III LCAP Goal Area 3a</p>

Annual CELDT Results 2015 - 2016

Performance Level	K	1	2	3
Advanced	1 (0.0%)	1 (1.0%)	2 (2.0%)	2 (2.0%)
Early Advanced	3 (13.0%)	22 (25.0%)	23 (25.0%)	22 (27.0%)
Intermediate	10 (43.0%)	27 (30.0%)	39 (43.0%)	36 (44.0%)
Early Intermediate	6 (26.0%)	16 (18.0%)	21 (23.0%)	16 (20.0%)
Beginning	4 (17.0%)	23 (26.0%)	7 (8.0%)	5 (6.0%)
Number Tested	23 (100.0%)	89 (100.0%)	91 (100.0%)	81 (100.0%)

Annual CELDT Results 2014-2015

Performance Level	K	1	2	3
Advanced	***	1 (3.0%)	0 (0.0%)	0 (0.0%)
Early Advanced	***	10 (31.0%)	2 (15.0%)	6 (18.0%)
Intermediate	***	15 (47.0%)	5 (38.0%)	14 (42.0%)
Early Intermediate	***	2 (6.0%)	6 (46.0%)	11 (33.0%)
Beginning	***	4 (13.0%)	0 (0.0%)	2 (6.0%)
Number Tested	2 (100.0%)	32 (100.0%)	13 (100.0%)	33 (100.0%)

Form A: English Language Arts Goal

LEA GOAL: Academic achievement will be supported by designing and developing curriculum, assessments and instructional materials that are aligned with the Common Core State Standards, framework and assessments.

BOARD GOAL: *Students will graduate from Williams Unified with the necessary skills to enter a career or college.*

SCHOOL GOAL: For the 2016-17 school year, the proficiency level in English-language Arts for grades K-3 will grow by 10% from the previous school year as measured by local and state assessments.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
2015/16, use DIBELS, SRI 2016/17, use DIBELS, SRI CAASPP Scores for Third Grade	<p>SRI 2015 ELA met or exceeded standard: 17% 2016 ELA met or exceeded standard: 19% This data indicates ELA skills scores rose 2%</p> <p>DIBELS Summary Results Below: Note the August 2016 column is beginning of the year while last year's column is a summary of the whole year. If examined by cohort, it shows a significant drop between the end of last year and the beginning of this year.</p>	<p>Beginning, middle and end of year annual comparison of SRI and DIBELS assessment data.</p> <p>Annual review/comparison of CAASPP results.</p>

	Dynamic Indicators of Basic Early Literacy Skills											
	Aug 2016	2015-2016	Aug 2016	2015-2016	Aug 2016	2015-2016						
	Number Tested	Intensive Support	No students with data	60%	Strategic Support	No students with data	Core Support					
Kindergarten	0	96	No students with data	39%	27%	39%	No students with data	23%	22%			
First Grade	111	106	39%	49%	50%	44%	29%	27%	26%	23%	27%	23%
Second Grade	109	74	49%	50%	44%	29%	27%	26%	23%	27%	23%	23%
Third Grade	106	97	50%	44%	39%	29%	27%	26%	23%	27%	23%	23%
Overall	346	373	44%	39%	39%	29%	27%	26%	23%	27%	23%	23%

Scholastic Reading Inventory Data	
2015 - 2016	August 2016
Grade 2 (109 students)	Grade 2 (109 students)
Advanced 3 3%	Advanced 3 3%
Proficient 11 10%	Proficient 11 10%
Basic 26 24%	Basic 26 24%
Below Basic 69 63%	Below Basic 69 63%
Grade 3 (106 students)	Grade 3 (105 students)
Advanced 1 1%	Advanced 1 1%
Proficient 16 15%	Proficient 16 15%
Basic 37 35%	Basic 37 35%
Below Basic 52 49%	Below Basic 51 49%

STRATEGY: During 2016–17, the school will implement a targeted, school-wide reading intervention program to address the reading comprehension needs of struggling readers and English learners as measured by district benchmark assessments (weekly, monthly, quarterly, annually).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. By September 30, 2016: Identify struggling readers and screen and select a research-based reading intervention program that targets the individual literacy needs of struggling students and English learners and includes ongoing assessments of student growth.	Administration General Education Teachers Reading Specialist	Collect and analyze local assessments; summative tests, SRI/Lexile, and formative ELA and English learner data; identify students from each grade level for reading interventions to meet their specific literacy needs. Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs that are designed to meet individual literacy needs of struggling students and English learners, measure growth, and accelerate reading comprehension. Identified need for K-3 Reading Specialist to support integration of Common Core alignment and quality first instruction in ELA.	Approximately 1.5 hours 5 times per year to disaggregate data.
2. August 10, 2016 – June 2, 2017 Implement integrated curriculum program and conduct ongoing evaluations to determine student and program outcomes. Inform stakeholders of ongoing program needs.	General Education Teachers Reading Specialist *General Education Teachers *Administration *Reading Specialist *Administration *Reading Specialist *Administration *Teachers on Special Assignment *Reading Specialist	Select and/or develop reading intervention materials and resources; purchase supplementary instructional materials and benchmark assessments. Develop reading intervention program goals, service delivery models, and teaching and learning expectations and outcomes; review and evaluate the program. Develop a master schedule that integrates curriculum with incorporation of ELD and ELA in all content areas, including English learner support. Schedule and provide initial training for instructional staff and schedule follow up professional development activities.	

<p>3. Plan implementation and evaluation of the reading intervention program.</p>	<p>*General Education Teachers *Reading Specialist *Para-Educators</p>	<p>Daily: Continue reading support with research-based curriculum.</p>	
<p>4. After School Reading and Writing Interventions</p>	<p>*General Education Teachers</p>	<p>Weekly: Grade-level teams will conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.</p> <p>Quarterly and Annually: Gather and review input on current programs available for adoption in upcoming school year.</p> <p>Findings will be reflected in the 4-6 staff meeting minutes. Teachers will provide after school intervention opportunities for classes of not more than 12 in the following areas: Math, Reading Comprehension, Writing, and a Newcomer class for ELD</p>	<p>Title I LCAP Goal Area 1a</p>
<p>5. Student recognition for reading practice and improvement.</p>	<p>*Administration *Teachers *Reading specialist</p>	<p>Reading Counts awards assemblies, trimester assemblies, classroom awards, parent night.</p>	<p>\$1,000 Funding Source Title III LCAP Goal Area 3a</p>

Form A: Professional Development Goal

<p>LEA GOAL: Professional Development will be supported through the allocation of time and resources for staff collaboration planning and activities</p> <p>BOARD GOAL: Williams Unified will align our resources (fiscal, employee, curriculum and schedules) to meet the educational needs of our students.</p> <p>SCHOOL GOAL: Incorporate Professional Learning Communities and Data Teams to analyze student achievement data.</p>
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<p>What data did you use to form this goal? Number of trainings schedule for the whole staff (professional development). Number of grade level meetings; notes from</p>	<p>What were the findings from the analysis of this data? Needs defined as: Increase attendance and active participation for professional development.</p>	<p>How will the school evaluate the progress of this goal? Attendance sheets, weekly meeting notes and the number of meetings held for the trimester.</p>
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<p>the meeting.</p>	<p>Increase the quality of professional learning regarding content and curriculum.</p> <p>Support General Education Teachers who elect to receive/attend additional training and share with grade level teams</p>	<p>Grade level teams will participate in data teams training in order to learn to more expertly collect and analyze student data. They will the implement the plans and practices which show improvement in student achievement.</p>
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STRATEGIES: Identify content area for improvement; Writing identified in 2011/12, training for staff in 2012/13 and 2013/14.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Schedule training for the school year; Grade Level Meetings Early Release Mondays</p>	<p>Administration General Education Teachers</p>	<p>Grade Level Meetings (Weekly) Discuss needs of students, how to adjust curriculum and construction of new assessments.</p>	
<p>2. Schedule training for the school year; Write Tools UC Davis Math</p>	<p>Administration General Education Teachers Write Tools Trainer Math Coach</p>	<p>Write Tools Schedule trainings, implementation of strategies, and evaluation of student samples, adjust pacing and identify ongoing needs of students.</p>	<p>17 participants x \$206.00 for 1 day, 7 hours \$3,502.00 14 participants x \$206.00 for 4 days, 3.5 hours per day \$5,768 Substitutes \$3,150.00 Consultant: \$10,000 Funding Sources: LCFF LCAP Goal Area 1a</p>

<p>3. Professional Development Areas:</p>	<p>Administration General Education Teachers</p>	<p>Teach Like a Champion Behavior and Culture development that teaches techniques that create a classroom environment with high student engagement; teachers who use these techniques set high expectations and give their students the opportunity to rise to them.</p>	<p>Ongoing PD in PLCA/Datat Teams/TLAC strategies during early release Mondays</p> <p>Funding source LCFF/LCAP</p>
<p>Common Core</p>	<p>Administration General Education Teachers</p>	<p>Common Core Introduction of concepts, analysis of common core questions, and the transition from standards to the development of new concepts.</p>	<p>13 participants during 4 minimum days at 1.5 hours each for a total of 6 hours \$4,718 Funding Source: LCFF/LCAP</p>
<p>Math Coaching</p>	<p>Administration UCDavis Math Project Coach General Education Teachers</p>	<p>Math Coaching Infusing Common Core State Standards teaching strategies into math instruction.</p>	<p>13 participants during 4 minimum days at 1.5 hours each for a total of 6 hours \$7,242 Funding Source: LCFF/LCAP</p>
<p>Integrated Thematic Instruction Planning</p>	<p>*Outside Vendor *Teachers on Special Assignment</p>	<p>Integrated Thematic Instruction Planning Continue work with grade levels to integrate ELA, Social Studies, Science, Writing and math into units; review each unit assessments, evaluate and modify, if necessary</p>	<p>Math Coach x 9 days = \$13,545. (3 days per GL) Funding source: LCFF/LCAP</p> <p>Five days at \$500.00 per day for outside vendor: \$2,500.00</p>

Form B: 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 Form B must be aligned with the Consolidated Application.

SCHOOL GOAL: Each student will grow one level as measured by CELDT.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. K-3 Reading Specialist and/or External Support 2. External Support School Improvement Consultant 3. A School Improvement Grant application has been submitted. Staff and Administration to evaluate the possibility of Sobrato SEAL program for ELD improvement.	August 2016 to June 2017	One on One Coaching Pull-out ELD Interventions	\$67,000 Average salary per position MOU	Supplemental/ Concentration

SCHOOL GOAL: For the 2016-17 school year, the proficiency level in English-language Arts for grades K-3 will grow by 10% from the previous school year as measured by local and state assessments.

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Para-Educators Teacher on Special Assignment 2. Observation and feedback from Administration	August 2016 To June 2017	Interventions Administrative Time		Supplemental/ Concentration

SCHOOL GOAL: Increase the frequency of staff collaboration; through grade level meetings and whole staff training.

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development, Individual Coaching)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. General Education Teachers 2. Write Tools Consultant Substitute Teachers 3. Math Coach 4. Teach Like a Champion Teacher on Special Assignment	August 2016 To June 2017	Grade Level Collaboration Professional Dev. Professional Dev. Professional Dev.	Portion of salary \$36,000 \$3,150 Portion of salary \$13,545	

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Centralized services do not include administrative costs.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners CARRYOVER	\$0
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds: Lottery Carryover: Common Core (One Time Money) ASES (Grant Money) 120,500	\$120.500

Total amount of state categorical funds allocated to this school		\$
Federal Programs		Allocation
<input type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$24,164
<input type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$240	
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$240	
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$9,423
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$154,567

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kellie Ellebracht, Chair Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Veronica Ocampo Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryah Stoots Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Misty Valdepena Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michelle Jorge Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joan Anderson, Vice Chair First Grade Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toni Rivera	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denise Conrado, Melissa Willes Principal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	1	2	4	<input type="checkbox"/>

¹ EC Section 52852

Form E: Recommendations and Assurances

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

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

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

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

6. This SPSA was adopted by the SSC at a public meeting on: Oct. 11, 2016

Attested:

Blaise Comado

[Signature]

[Signature]
Signature of Principal

10/11/16
Date

[Signature]
Signature of SSC Chairperson

10/11/16
Date

Form G: Single Plan for Student Achievement Annual Evaluation (New)

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
- Identify the major expenditures supporting these priorities.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation of the strategies identified above.

- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other _____
 - Based on the analysis of this practice, would you recommend:
 - Eliminating it from next year's plan
 - Continuing it with the following modifications: _____

Involvement/Governance

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?