

The Single Plan for Student Achievement

School: Nicholas Elementary School
CDS Code: 34-67439-6034169
District: Sacramento City Unified School District
Principal: Rachel Lane
Revision Date: 08/03/15

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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Position: Principal
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The District Governing Board approved this revision of the SPSA on .

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

Vision:

Nicholas Elementary will provide a rigorous, Common Core Standards-based curriculum and instruction that enables all students to meet and exceed measures of success. Through the establishment of cultural opportunities, high expectations and support, Nicholas students will remain actively engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, state, and world community.

Mission:

It is the mission of the Nicholas Elementary School Community to assist every child in reaching his or her full potential, we will:

- * Provide a rigorous, Common Core Standards based curriculum and instructional program that enables all students to meet and exceed established measures of success.
- * Ensure all teaching and learning is effective, meets the needs of all students, and promotes individual student growth.
- *Empower students to make good decisions and enable them to achieve their life potential.
- *Students and teachers will be reflective and evaluative practitioners, regularly engaging in active and open communication reflecting our commitment to develop and improve student achievement.
- *Teachers will consistently use data to guide curriculum and instructional practices.
- *Include parents, students and community as active members of the school community in the decision making process.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	684	717	717
African American	658		
American Indian			
Asian	699		
Filipino			
Hispanic	683		
Pacific Islander			
White	707		
Socioecon Disadvantaged	684		
English Learners	682		
Students w/ Disabilities	493		

*Produced in absence of a 2014 API Growth Report during California's Assessment Transition

2014 Adequate Yearly Progress Report (AYP) PI Year:

Percent Proficient	ELA	Math	PI
Schoolwide			
African American			
PIAmerican Indian			
Filipino			
Hispanic			
Pacific Islander			
Socioecon Disadvantaged			
English Learners			
Students w/ Disabilities			

Notes: AYP only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	4	2	8	8	31	15	58	26
1			13	29	18	40	9	20	5	11	45
2			9	18	28	55	5	10	9	18	51
3	2	5	1	3	16	40	10	25	11	28	40
4	1	3	5	13	21	53	7	18	6	15	40
5	3	10	6	21	12	41	7	24	1	3	29
6	1	3	3	10	17	59	5	17	3	10	29
Total	7	3	38	15	114	44	51	20	50	19	260

School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

Title III

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	56%	20.1%	45.1%	78.0%	78.2%
# Annual Testers	209	209	209	209	209
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	209	228	47		
# Met AMAO	122	29	18		
% Met AMAO	58.4%	12.7%	38.3%		

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	57.5%	21.4%	47.0%	89.0%	89.1%
# Annual Testers	226	226	226	226	226
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	226	222	62		
# Met AMAO	107	28	23		
% Met AMAO	47.3%	12.6%	37.1%		

Title III	2013 - 2014				
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	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	59.0%	22.8%	49.0%	100%	100%
# Annual Testers	214	214	214	214	214
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	214	202	54		
# Met AMAO	105	28	10		
% Met AMAO	49.1%	13.9%	18.5%		

*In 2014, AYP was only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	684		682		684			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 th grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%								
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas								
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year								
		% increase in exemptions: ELA (3%, 2%)								
		% increase in exemptions: Math (2%, 3%)								
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks								
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		7.80%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	95.62%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%								
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	7.6							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			12.5%					
	API	Maintain: ALL, EL, SES until API is revised	684		682		684			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year) FTE increase: Custodians (by 21.5, maintain at 86.5)								

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster	
	FTE increase: Plant Manager (by 11, maintain at 71)								

Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as some schools provide additional information.

For Schools in Program Improvement:

What are the specific issues that caused the school to be identified in Program Improvement?

API growth did not meet goal. English Language learners struggle with ELA testing due to vocabulary and comprehension. African American and Special Education students continue to struggle academically.

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.

Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.

Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Action 2.1: Students will be provided cleaner, better maintained learning environments.

Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

2014-15 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	\$134,431	0.00
LCFF LEP	\$55,708	0.00
LCFF F/R	\$172,317	0.00

Planned Improvements in Student Performance

School Goal #1

District/LCAP GOAL:
Action 1.1 : Provide standards aligned curriculum
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
SCHOOL GOAL #1:
Implement the California Common Core standards with rigor and relevancy aligned to curriculum and instruction. Improve student achievement and differentiate instruction based on I-Ready assessments. Incorporate Common Core aligned standards, curriculum and instructional strategies to increase student engagement, participation, rigor and improve academic achievement for all students and lower achievement gaps for all significant subgroups. Implementation of technology as a tool to guide instruction and provide online tutoring for all students Kindergarten through sixth grade. Engage parents as partners in academic conversations and provide tools to support ongoing student learning
Data Used to Form this Goal:
I-Ready assessments, Academic Parent Teacher Team meetings, formative and summative classroom assessments
Findings from the Analysis of this Data:
Children of Parents who participate in APTT increase academic performance, students who use I-ready online increase academic performance and teachers who use I-ready diagnostics can identify and differentiate student needs
How the School will Evaluate the Progress of this Goal:
use I-ready diagnostics, teacher assessments and feedback, parent feedback from APTT
Parent Engagement Activities Related to this Goal:
Academic Parent Teacher Teams, Home Visits and Falcon Breakfast Meetings
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
I-Ready assessments allow teachers to address the specific needs of each individual student, differentiate instruction and provide online tutoring support

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
September 2015-June 2016: Build staff capacity for implementing the Common Core standards through professional learning series for principals, teachers, instructional aides and staff.	Principal, district trainers and teaching staff	Professional Development Teacher Substitutes for P.D.	Title I Part A: Allocation LCFF F/R	2,000 1,000	All All	I-ready progress monitoring of student achievement, Walk throughs and Surveys
September 2015–June 2016 Ensure equity and access for students with disabilities, English Learners, and low performing students with specific strategies embedded within professional learning sessions	Principal, teaching staff, resource teacher, RSP teacher, instructional aides	Resource Teacher Resource Teacher	Title I Part A: Allocation LCFF LEP	75,943 50,628	All EL	CELDT testing, I-ready diagnostics, and classroom summative assessments
Provide targeted instructional strategies for English Language Learners to raise student achievement. Resource teacher and instructional aide will assist students as needed. Site Instruction Coordinator will monitor classroom interventions, provide training and analyze student data.	Resource teacher, Site Instruction Coordinator and Instructional Aides	Instructional Aides Site Instruction Coordinator	LCFF F/R LCFF F/R	42,744 117,326	All All	I-ready diagnostics, classroom assessments
Update Technology to efficiently run reports from I-READY, provide technology for students to access the I-Ready program throughout the school day and technology to improve student engagement in the classroom, smartboards, laptops,	Principal, Site Instruction Coordinator, teachers	Computers, laptops, I-ready program etc.	Title I Part A: Allocation	5,000	All	I-ready teacher schedule 45 minx 2 days a week. Report usage during SSTs and IEPs, APTT reports for parents

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
educational software.					

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities
Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities
Action 2.1: Students will be provided cleaner
SCHOOL GOAL #2:
In alignment with California Common Core State Standards, implement systems, tools, resources and trainings to equip all staff members with the knowledge and skills to institute data driven decision making culture. When equipped with knowledge and skills on how to collect and analyze student reflecting student achievement, teachers can use, plan, and adjust teaching and learning opportunities to implement appropriate interventions to include Social Emotional learning, technology based learning and positive reward systems for students
Data Used to Form this Goal:
Data from Suspension rates, monthly attendance, academic and citizenship trimester awards, I-ready data
Findings from the Analysis of this Data:
School needs to foster positive relationships with parents, teachers, and students to lower achievement gaps and extend student learning beyond class time.
How the School will Evaluate the Progress of this Goal:
Attendance rates, suspension rates and I-ready data from ongoing assessment.
Parent Engagement Activities Related to this Goal:
Access to I-ready at home, afterschool program, Falcon Breakfast meetings, Academic Parent Teacher Team meetings and Home Visits
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
Easy access to online tutoring for all students K-6, increased attendance to avoid loss of learning time, and Social emotional goals for students to work together as a team and feel safe at school.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
<p>Provided system tools and training to equip all staff members with the skills and resources to institute a data driven decision making culture.</p> <p>Rationale: When equipped with knowledge and skills on how to access and analyze student learning data, teachers can use plan and adjust learning opportunities that promote academic achievement and personal growth for all students.</p>	Principal, Site Instruction Coordinator, teachers	Supplemental Instruction materials needed for ELA and Math	Title I Part A: Allocation	5,000	All	Effective teaching strategies for CCSS and Social Emotional Learning implemented in daily teaching.
		Supplemental Instruction materials for English Language Learners	LCFF LEP	2,080	EL	
		Staff Development	Title I Part A: Allocation	5,000	All	
<p>September 2015 - June 2016: Use i-ready to institute three quarterly benchmarks to assess students. Obtain supplemental materials and books necessary for CCSS implementation</p>	Principal, Site Instructional Coordinator	Supplemental Instruction materials	Title I Part A: Allocation	4,000	All	I-Ready diagnostic reports, individualized i Ready mini lessons addressing student needs.
<p>Focus area: Reading Comprehension, Fluency and Vocabulary interventions Incorporate Guided Reading, Balanced Literacy and Accelerated Reading programs to classroom instruction in order to provide reading intervention at all grade levels. Buy necessary supplemental materials to improve student achievement in the above areas.</p>	Principal, Teachers, Site Instruction coordinator, Resource Teachers	Instructional supplies and materials	Title I Part A: Allocation	9,971	All	Accelerated reader, I-Ready, formative and summative classroom assessments
		Books	Title I Part A: Allocation	1,000	All	
		Technology improvements	Title I Part A: Allocation	5,000	All	
<p>APTT, Math, ELA Leadership Team consisting of a lead teacher from each grade level will be continued to focus on data and best instructional practices. Teams will develop monthly CPT focus areas to increase student achievement across grade levels. Teachers will also ensure all interventions including SSTs or 504 plans are current and updated.</p>	Principal, teachers, Site Instruction Coordinator	Duplicating Materials	Title I Part A: Allocation	1,401	All	Effective teaching strategies for CCSS and Social Emotional Learning implemented in daily teaching. Classroom assessments and I-Ready progress

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
					monitoring.

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
Action 3.2: Stakeholders will receive improved district and site communications
SCHOOL GOAL #3:
Parents as Partners in education
Data Used to Form this Goal:
Parent Meeting attendance, increase student attendance rates, lower suspension rates, less violent suspension, parent involvement in APTT and Home Visits, Increase in Parent Volunteers.
Findings from the Analysis of this Data:
Parents involved in their child's education results in improved behavior and academics
How the School will Evaluate the Progress of this Goal:
Parent Meeting attendance, increase student attendance rates, lower suspension rates, less violent suspension, parent involvement in APTT and Home Visits, Increase in Parent Volunteers
Parent Engagement Activities Related to this Goal:
Falcon Breakfast meetings, SART contracts, site level behavior contracts, Parent Resource Center
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
September 2015- June 2016: Continue Parent Room in room 9 with computer, internet, and printer Monthly meetings with parents (Falcon Breakfast) Include Parent Advisor to assist parents in navigating through the public school system, inquire about parent trainings, translate documents and translate for parent teacher/ Principal meetings.	Principal, Parents, Parent Advisor	Food Supplies	LCFF F/R	673.00	All	Meeting attendance sheets, parent involvement, reduction in suspension rates
		Communication Costs	LCFF F/R	200.00	All	
		Child Sitter	LCFF F/R	500.00	All	
		Parent Advisor	LCFF F/R	9,874	All	
September 2015-June 2016: School Community Liaison initiates projects to increase parent and community participation: Monthly Falcon breakfast meetings, APTT meetings, and volunteering. Intensify behavioral and attendance interventions for individual students during the regular school day with one on one interventions utilizing data based information. Students will be positively redirected and parents informed of attendance concerns/ status through SARTs and attendance letters using School Community Liaison on a regular basis so they are informed on areas of needed growth.	Community Liaison	Community Liaison	Title I Part A: Allocation	10,616	All	attendance reports, # of SART contracts per year, Suspension Rates, Parent Involvement
Increase student attendance through support services and motivational activities(i.e. Reading is Fundamental (RIF), school library, assemblies, family nights, home visits, Character Ed, Second Step ..)	Principal, Resource teacher, teachers, Site Instruction Coordinator	non-instructional materials	Title I Part A: Allocation	1,000	All	Attendance reports, suspension data,
		Supplemental Instructional materials	Title I Part A: Allocation	5,000	All	
		Child Sitter	Title I Part A: Allocation	2,000	All	
		Communication Costs	Title I Part A: Allocation	1,500	All	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Increase parent involvement for ELL students by ELAC meetings and participation, award ceremonies, Translation services for APTT, and translate school documents	Principal, Teacher, Site Instruction Coordinator, and Resource teacher	Child Sitter	LCFF LEP	600	
		Communication Costs	LCFF LEP	600	
		Duplicating Services	LCFF LEP	200	
		Food Supplies	LCFF LEP	600	
		Translators	LCFF LEP	1000	

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	172,317.00
LCFF LEP	55,708.00
Title I Part A: Allocation	134,431.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	294,641.00
Goal 2	33,452.00
Goal 3	34,363.00

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
Rachel Lane	X			X	
Brenda Vasquez				X	
Edith Soto Cuellar				X	
Teresa Mendoza				X	
Yesenia Galarza				X	
Phuong Nguyen		X			
Raeanne Barrs		X			
Carol Boyce			X		
Kelly Ryan		X			
Mark Lane				X	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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)**:

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

Rachel Lane

Typed Name of School Principal

Signature of School Principal

Date

Teresa Mendoza

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Annual Evaluation – REQUIRED Spring 2016

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.

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: