



A GUIDE FOR THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

A Handbook for School Site Councils of
West Contra Costa USD



PREFACE

The California Department of Education (CDE) has developed this handbook, in accordance with *Education Code* sections 33133, 41507, 41572, and 64001, to help school site councils and school administrators meet the planning requirements of state and federal categorical programs. We wish to acknowledge the assistance provided in the preparation of this document by many experienced staff members from CDE, county offices of education, and school districts throughout California.

The purpose of the Single Plan for Student Achievement (WCCUSD SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The California Department of Education commends the efforts of all members of the school community for their efforts to achieve this purpose.

This document is organized into the following four sections:

1. Introduction and Background – An overview of the WCCUSD SPSA and how to organize a school site council
2. Six Steps for Developing the WCCUSD SPSA – Instructions for a continuous development, implementation, and monitoring cycle
3. Template for the WCCUSD SPSA – Voluntary template to meet the content requirements of *Education Code* 64001
4. Resources – Forms, tables, acronyms, and other resources to assist school site councils and administrators with the continuous WCCUSD SPSA development, implementation, and monitoring cycle

When reference is made to specific and applicable laws or regulations, the relevant code section is included as a footnote, or the term "must" is used. All other information is provided as guidance, based on the experience of local school administrators and CDE staff.

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Introduction and Background

Overview of the Single Plan for Student Achievement

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating the *Single Plan for Student Achievement* (WCCUSD SPSA). Its stated purpose is to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index."¹ The Academic Performance Index (API) is a rating of schools based on their performance on state academic assessments.² The requirements for monitoring these categorical programs are part of the same legislation. The WCCUSD SPSA planning process and local compliance monitoring are directly related.

This legislation established the following eight requirements for school plans:

1. School districts must assure "that school site councils have developed and approved a plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process, and any other school program they choose to include..."³
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees..."⁴
3. Any plans required by programs funded through the Consolidated Application, the School and Library Improvement Block Grant, the Pupil Retention Block Grant, and NCLB Program Improvement must be consolidated into a single plan.⁵
4. The content of the plan must be aligned with school goals for improving student achievement.⁶
5. School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index...and the English Language Development test...and may include any data voluntarily developed by districts to measure student achievement..."⁷
6. The plan must address how Consolidated Application funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index..."⁸

¹ California *Education Code (EC)* Section 64001(a)

² Information on the API can be found at <http://www.cde.ca.gov/ta/ac/ap/> on the Web site of the California Department of Education.

³ *EC* Section 64001(a)

⁴ *Ibid*

⁵ *EC* sections 41507, 41572, 64001(d)

⁶ *EC* Section 64001(f)

⁷ *EC* Section 64001(d)

⁸ *Ibid*

7. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council..."⁹
8. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.¹⁰

Organizing the School Site Council

School Site Council

The California *Education Code*¹¹ requires the school site council to develop a *Single Plan for Student Achievement* for Consolidated Application programs operated at the school or in which the school participates. In addition, Pupil Retention¹² and School and Library Improvement Block Grant programs¹³ operated at the school must be included in the WCCUSD SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the Consolidated Application, and recommend it to the local governing board for approval.

Composition

Composition of the school site council is specified in the California *Education Code* as follows:

- The school site council 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;¹⁴ parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.
- **At the elementary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.

⁹ EC Section 64001(g)

¹⁰ EC Section 64001(d)

¹¹ EC Section 64001(a), (d)

¹² EC Section 41507

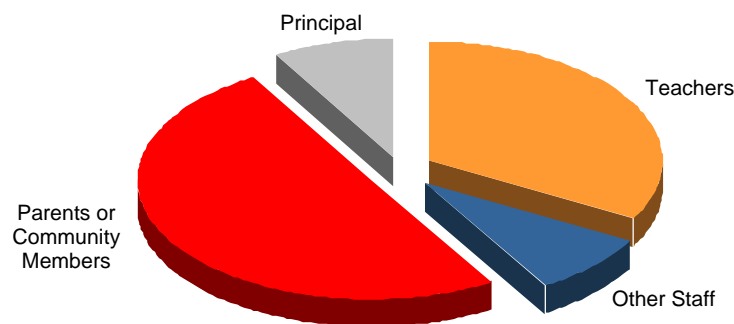
¹³ EC Section 41572

¹⁴ For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school

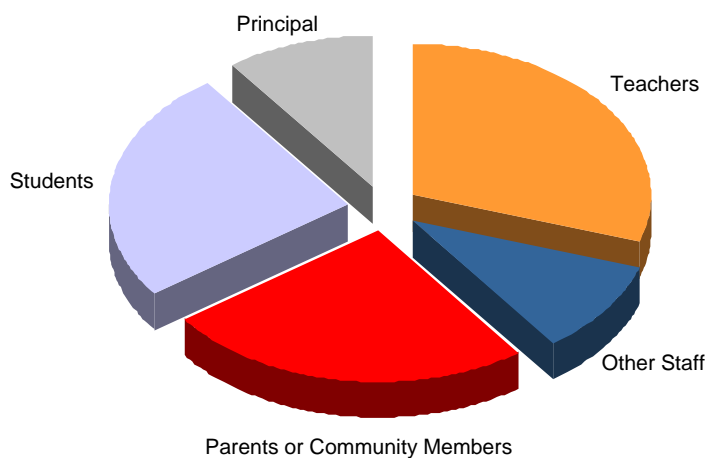
- **At the secondary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents, and students.
- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.
- School districts that maintain kindergarten or any of grades 1 to 8, inclusive, and that maintain schools with fewer than 100 students each, and that share a common attendance area may establish a single school site council for the common attendance area.

At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the school site council.¹⁵

Composition of an Elementary School Site Council



Composition of a Secondary School Site Council



¹⁵ EC Section 33133(c)

SSC Membership Composition:

| Elementary (10 minimum) | Secondary (12 minimum) |
|--|--|
| 1 Principal 3 classroom teachers 1 other school staff 5 parents/community members | 1 Principal 4 classroom teachers 1 other school staff 3 parents/community members 3 students |

The means of selecting school site council members are not specified in law, except that members must be chosen by peers. No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the school site council may be reserved for any group or individual. Membership in school site councils is determined by ballot.

To ensure broad support for the selection process, and to avoid controversy over the selection of school site council members, board policy or school site council bylaws may specify:

- The means of selecting members and officers
- Terms of office for members and officers
- The notice of elections for each peer group
- The responsibilities of the school site council and time commitment involved
- A policy of nondiscrimination, as may occur by limiting membership to a select group

Many schools elect members for a two-year term, with elections for half the members held in even years and half in odd years. This practice ensures that the school site council will not be composed entirely of new members each year. Some schools assure additional continuity by electing non-voting alternate members, who are seated as voting members by the school site council in the event of a midterm vacancy on the school site council.

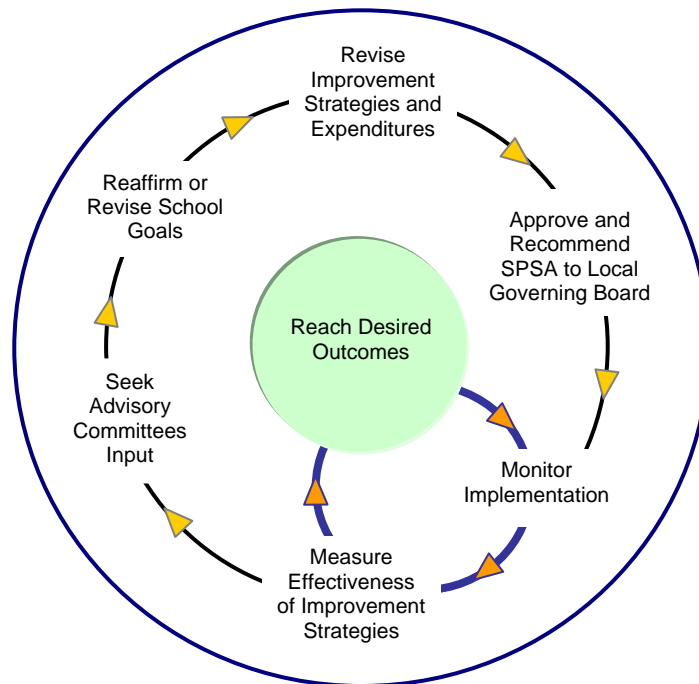
Officers

In order to conduct business effectively, the school site council needs to include officers with stated responsibilities and authority, including:

- A chairperson to organize, convene, and lead meetings of the school site council
- A vice chairperson to serve in the absence of the chairperson
- A secretary to record actions taken at school site council meetings and keep school site council records
- A parliamentarian to resolve questions of procedure, often with the help of *Robert's Rules of Order* or similar guide
- Other officers as necessary to perform stated duties in support of the work of the school site council

Actions Required of the School Site Council¹⁶

The graphic below represents the cycle of actions required by the school site council in the development, implementation, and revision of the WCCUSD SPSA.



Roles and Responsibilities

In addition to the school site council, several groups are involved in the development and implementation of the *Single Plan for Student Achievement*. Each has specific responsibilities established by statute, as described below:

School Advisory Committees

The WCCUSD SPSA must be developed with the advice, review, and certification of any applicable school advisory committees.¹⁷ Such groups include the English Learner Advisory Committee, the State Compensatory Education Advisory Committee, the Special Education Advisory Committee, and the Gifted and Talented Education Advisory Committee. All required advisory committees have responsibility to advise the school on the special needs of students and on ways the school may meet those needs.

It is recommended that a District and School Leadership Team (DSLTL) be utilized by schools identified for Program Improvement (PI) under NCLB, Title I, Part A. The DSLTL may assist the district and school by developing recommendations for improving student performance related to PI status. DSLTLs serve as an advisory group to the school site council at a PI school. This group should include a broad-

¹⁶ EC Section 64001

¹⁷ EC Section 64001(a)

based variety of members, including representatives from the school site council, district, and any another key stakeholders.¹⁸

Governing Board

The local governing board adopts policies for the development and implementation of the WCCUSD SPSA consistent with law. Acting upon the recommendation of the school site council, the board votes on the approval of the WCCUSD SPSA and all subsequent revisions of the WCCUSD SPSA.¹⁹ The board also must certify that the WCCUSD SPSA is consistent with local educational agency plans required for federal funding. The WCCUSD SPSA must have board approval to authorize expenditures proposed in the plan.

Administration

The district and school administration, which may include an appointed leadership team, is responsible for implementing the WCCUSD SPSA. Administration of the WCCUSD SPSA includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and information to the school site council, or developing proposals for the school site council's consideration.

School Principal

The principal has the following duties with respect to the WCCUSD SPSA:

- Is a voting member of the school site council
- Provides information and leadership to the school site council
- Administers the school-level activities of the approved WCCUSD SPSA

These responsibilities make the principal vital to the success of the WCCUSD SPSA. However, the principal has no administrative authority over the school site council, may not veto decisions made by the school site council, and may not make changes to the WCCUSD SPSA after it has been approved by the school site council.

Committees Appointed by the School Site Council

The school site council may appoint committees or individuals to perform tasks to assist the council in developing, monitoring, or evaluating the WCCUSD SPSA. Appointed individuals and committees serve at the pleasure of the school site council and are advisory to it. Such appointed groups may:

- Gather and analyze information
- Propose strategies for improving instruction
- Examine materials, staffing, or funding possibilities

¹⁸ 20 USC 6317(a)(5)(A)

¹⁹ EC Section 64001(h)

- Draft portions of the WCCUSD SPSA for school site council consideration

For example, the school site council may ask that a group of teachers prepare a staff development proposal as part of a strategy to raise the academic performance of a group of underperforming students. Or the school site council may appoint a committee to examine and report on a successful program operating at another school. In addition, the school site council may consider and accept unsolicited proposals from any individual or group.

Accountability

Because the local governing board, administration, and school site council have separate but related responsibilities for the *Single Plan for Student Achievement*, they need to work cooperatively. Should an impasse occur, several remedies are available:

- The school site council may appeal to the local governing board to resolve issues of planning or implementation, clarify an issue in doubt, or establish a needed policy;
- The administration may recommend the board not approve a plan believed to be flawed;
- The local governing board may develop policies to regulate or inform school site councils and staff in the performance of their duties;²⁰
- Individuals may file a formal complaint under the district's Uniform Complaint Procedure.

Rules of Order

School site councils must operate according to the following rules:²¹

- 1. Meetings must be open to the public.**
- 2. The public may address the school site council on any item within jurisdiction of the school site council.**
- 3. Notice of the meeting must be posted at the school site or other accessible place at least 72 hours before the meeting.**
- 4. The notice must specify the date, time, and place of the meeting and the agenda.**
- 5. The school site council cannot act on an item not described on the posted agenda unless, by unanimous vote, it finds a need for action unknown when the agenda was posted.**
- 6. Questions and brief statements of no impact on students or employees that can be resolved by providing information need not be described on the posted agenda.**
- 7. If these procedures are violated, upon demand of any person, the school site council must reconsider the item at its next meeting, after allowing for public input on the item.**

²⁰ EC sections 35160, 35160.1

²¹ The Greene Act, EC Section 35147(c)

Bylaws

While not required by law, it is good practice for a school site council to adopt bylaws to guide its actions beyond the rules of order provided by the law or local governing board policy. Bylaws can clarify such matters as the terms and election procedures of school site council members and officers; the school site council's regular meeting times; numbers of parents, teachers and students needed for a quorum; minimum attendance required of members; and so forth.

Records

The school site council needs to maintain records of the following:

- Elections
- Official correspondence
- Agendas of school site council meetings
- Evidence of input from school advisory committees
- Minutes of meetings, recording attendance, discussions, recommendations, and actions
- Copies of prior year school plans

Public records require safekeeping. School site council records should be filed in a secure place available to the school site council. Federal law requires that all records pertinent to a funded project be retained for three years.²² School site council records must be made available for public review upon request.

²² 34 *Code of Federal Regulations*, Part 74.53

Six Steps for Developing the Single Plan for Student Achievement

Purpose

The purpose of the WCCUSD SPSA is to raise the academic performance of all students to the level of state achievement standards. The WCCUSD SPSA must integrate the purposes and requirements of all categorical programs in which the school participates, including programs funded through:

- The Consolidated Application
- The Pupil Retention Block Grant
- The School and Library Improvement Block
- Other school programs the council chooses to include²³

Program Requirements for the WCCUSD SPSA

In addition to meeting the requirements common to all school plans, the WCCUSD SPSA must meet the specific requirements of each categorical program operated at the school.

- Schools operating School-Based Coordinated Programs (SBCP) must include instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs.²⁴ SBCP activities that include students with disabilities or that include staff supported by state or federal special education funds may require a waiver from CDE. Forms and information on waivers are available at <http://www.cde.ca.gov/re/lr/wr/documents/caseloadwaiverrev.doc>.
- Schools operating school-wide or targeted assistance programs under NCLB, Title I may use the WCCUSD SPSA template to describe strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement, using methods that are based upon scientific research or proven practice. Information and assistance on School-wide Programs and Targeted Assistance is available online at <http://www.cde.ca.gov/sp/sw/rt/>.
- Action plans under the Immediate Intervention/Underperforming Schools Program (II/USP), the High Priority Schools Grant Program for Low Performing Schools, and the Comprehensive School Reform Demonstration Program may be created using the WCCUSD SPSA template. Information and assistance on II/USP is available online at <http://www.cde.ca.gov/ta/lp/iu/>. Information and assistance on the HPSGP is available online at <http://www.cde.ca.gov/ta/lp/hp/>. Information and assistance on CSR is available online at <http://www.cde.ca.gov/ta/lp/cs/>.

²³ EC sections 41507, 41572, 64001(a), (d), (f).

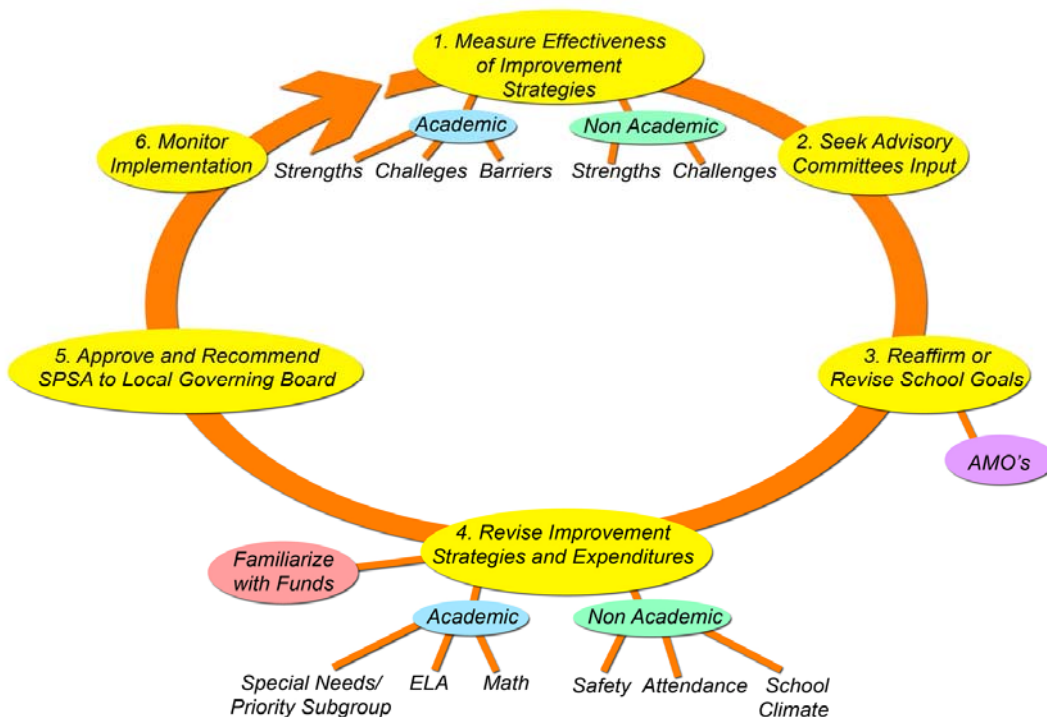
²⁴ See EC 52800 for all SBCP requirements.

- Secondary schools using the "Focus on Learning" process for accreditation are required by WASC to use information and data from the WCCUSD SPSA in developing the WASC Action Plan. The dual purpose of WASC accreditation is “to provide high quality learning opportunities, with the added requirement of continual self-improvement.”²⁵ Both WASC and WCCUSD SPSA share the goal of improving instructional programs.

Description of the Template for the Single Plan for Student Achievement

Sample forms for the West Contra Costa USD *Single Plan for Student Achievement* are included in this document to assist school site councils in developing a complete plan. A complete template has been provided to all school sites and can be found in our website.

Development of the WCCUSD SPSA, its contents, and proposed expenditures is the responsibility of the school site council. The WCCUSD SPSA template is aligned with the six actions required by the state of California. The following graphic represents this alignment and incorporates the six steps with WCCUSD’s plan development process.



²⁵ From the WASC Web site. http://www.acswasc.org/about_overview.htm

Steps for Developing the Single Plan for Student Achievement²⁶

The WCCUSD SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is September in WCCUSD. After considering the work to be done, the school site council may wish to develop a calendar of tasks and meetings to address each step.

The following actions are required of the school site council:

- Step One: Measure effectiveness of improvement strategies at the school
- Step Two: Seek input from school advisory committees
- Step Three: Reaffirm or revise school goals
- Step Four: Revise improvement strategies and expenditures
- Step Five: Recommend the approved WCCUSD SPSA to the governing board
- Step Six: Monitor implementation of the WCCUSD SPSA

The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.²⁷

The school site council can complete its responsibilities by taking the six steps above, which are elaborated in the next section.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Academic Data

The WCCUSD SPSA must be based on an analysis of the verifiable state-level data including results of the Academic Performance Index (API) and the California English Language Development Test (CELDT). The school site council must identify significant low performance among all student groups. This is done so that NCLB Adequate Yearly Progress goals can be reached (see chart below).

For Elementary and Middle Schools

| School Year | English Language Arts | Mathematics | API |
|--------------------|------------------------------|--------------------|------------|
| 2005-2006 | 24.4% | 26.5% | 590 |
| 2006-2007 | 24.4% | 26.5% | 590 |
| 2007-2008 | 35.2% | 37.0% | 620 |
| 2008-2009 | 46.0% | 47.5% | 650 |
| 2009-2010 | 56.8% | 58.0% | 680 |
| 2010-2011 | 67.6% | 68.5% | 710 |
| 2011-2012 | 78.4% | 79.0% | 740 |

²⁶ EC Section 64001

²⁷ EC Section 64001(g)

| | | | |
|-----------|-------|-------|-----|
| 2012-2013 | 89.2% | 89.5% | 770 |
| 2013-2014 | 100% | 100% | 800 |

For High Schools

| School Year | English Language Arts | Mathematics | API | Minimum Graduation Rate |
|-------------|-----------------------|-------------|-----|-------------------------|
| 2005-2006 | 22.3% | 20.9% | 590 | 82.8 |
| 2006-2007 | 22.3% | 20.9% | 590 | 82.9 |
| 2007-2008 | 33.4% | 32.2% | 620 | 83.0 |
| 2008-2009 | 44.5% | 43.5% | 650 | 83.1 |
| 2009-2010 | 55.6% | 54.8% | 680 | 83.2 |
| 2010-2011 | 66.7% | 66.1% | 710 | 83.3 |
| 2011-2012 | 77.8% | 77.4% | 740 | 83.4 |
| 2012-2013 | 88.9% | 88.7% | 770 | 83.5 |
| 2013-2014 | 100% | 100% | 800 | 83.6 |

Tables of data for your school and district are available online:

- API Reports. <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data. <http://www.cde.ca.gov/ta/tg/sr>
LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners. <http://www.cde.ca.gov/sp/el/t3/acct.asp>
School level results for AMAO 1 & 2 were distributed on Aug. 8 to principals.
AMAO 3 is district level only.

The API reports and STAR data provide information for the following student groups:

- All students
- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically disadvantaged
- English learners
- Students with disabilities

The school site council also may use data from other district or school assessments, such as:

- Academic Program Survey (APS). <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps>
- Annual Library Survey. <http://www.cde.ca.gov/fg/aa/ce/faqslibg05.asp>
- California High School Exit Exam (CAHSEE)

- District Assistance Survey (DAS).
<http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc>
- English Learner Subgroup Self Assessment (ELSSA).
<http://www.cde.ca.gov/sp/el/t3/acct.asp>
- Least Restrictive Environment (LRE) Self Assessment.
<http://www.wested.org/cs/we/view/pj/204>
- Local writing assessments
- Measures of social, emotional, and physical development
- Running records of student progress in reading and mathematics
- School Accountability Report Card
- Student grades aligned to grade level standards
- Student work calibrated to content standards

Identify current strengths and areas of challenge for students in the areas of English Language Arts (ELA) and math. Review the following areas to determine if there certain barriers that may be preventing academic growth. Possible barriers to consider include (**See Sample Forms A and B**):

- Staffing
- Facilities maintenance and capacity (space for classrooms/programs)
- Safety
- Materials availability
- Technology
- Fiscal support
- Compliance support
- Curriculum and instruction support
- Other

Analyze Non Academic Data

The school site council next considers the impact of non academic factors on academic achievement. Critical areas to analyze and identify strengths and challenges include:

- Attendance
- Safety
- School-wide climate

School Site Councils that have had ELAC responsibilities delegated to them are to review attendance of English learners as well.

Step Two: Seek Input from School Advisory Committees

School plans must be developed with the review, certification, and advice of applicable school advisory committees.²⁸ School advisory committees include:

- District and School Leadership Team

²⁸ EC sections 41507, 41572, 64001(a)

- English Learner Advisory Committee
- Gifted and Talented Education Advisory Committee
- Library Planning Committee
- Special Education Advisory Committee
- Other committees established by the school or district

The school site council may invite these committees to provide advice at a meeting of the school site council held for this purpose or may accept written recommendations. All SSCs must articulate how input in all segments of the WCCUSD SPSA plan will be accomplished (**See Sample Forms C**). WCCUSD provides all schools with sample parent, teacher and student surveys that can be used to gather input.

SSC with ELAC delegation must ensure that needs assessment has questions to help better understand the achievement and needs of ELs. The school plan development process and the school plan must address the needs of ELs.

Step Three: Reaffirm or Revise Prioritized Objectives

Based on the academic goals prescribed by NCLB AMOs and the data analysis conducted SSCs must identify prioritized objectives (**See Sample Forms D-G**).

- School prioritized objectives must be based on a comprehensive assessment of student academic achievement, using multiple measures of student performance.

Schools with ELAC delegation must contribute to the effort of making parents aware of the importance of regular school attendance.

Step Four: Revise Improvement Strategies and Expenditures

For each prioritized objective the school site council will adopt specific strategies to reach it. For each prioritized objective, specify the strategies to be taken (**See Sample Forms H-R and U**).

It is required that for ELA and math at least two prioritized objectives should be identify. In addition the following special needs subgroups/areas require their own strategies:

- Science
- Educationally disadvantaged youth / Socially economically disadvantaged
- Special Education students
- Gifted and Talented Students
- English Learner Students
- Extended Learning (after school programs).

The school site council will also adopt specific strategies for the areas of attendance, safety and school climate.

Categorical Programs

The WCCUSD SPSA must include all programs funded through the Consolidated Application and the School and Library Improvement and Pupil Retention block grants in which the school participates. The school site council should be knowledgeable of the purposes, requirements, and principles of all state and federal categorical programs for which the school site council must plan.²⁹ Additional information on the Consolidated Application is available at <http://www.cde.ca.gov/fg/aa/co> and from your district coordinator of state and federal programs.

The Consolidated Application is used to distribute funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Each June, school districts and county offices of education submit Part I of the Consolidated Application to document their intent to participate in these programs, report related data, and provide assurances that they will comply with the legal requirements of each program.

Part II of the Consolidated Application is submitted in January. It includes local entitlements determined by funding formulas contained in the laws that established the programs. In Part II, districts disburse funds in accordance with these laws for administrative costs, for programs operated at the district level, and for programs operated at schools.

The State Board of Education (SBE) approves the Consolidated Application based on CDE review and assurance that no serious compliance problems exist. Local educational agencies are responsible for using the funds as specified in the Consolidated Application and the WCCUSD SPSA.

Consider Centralized Services

The central office may be better equipped than the school to perform some project services. When a central office administers an activity funded by a school allocation, it is called a "centralized service." Centralized services may not include administrative costs, which are reserved prior to calculating school allocations. Centralized services may include, but are not limited to, costs of:

- Assessment services
- District and county library and media services
- English language proficiency testing (CELDT) for initial and annual assessment
- Primary language assessment of newly enrolled English learners
- Completion of the school's R-30 Language Census
- Staff development or training activities
- Project staff members shared by several schools

²⁹ For example, the principles of effectiveness from Title IV, Safe and Drug-Free Schools and Communities Program (20 USC 7115)

Centralized services may be included in the plan only with the approval of the school site council.

Step Five: Approve and Recommend the WCCUSD SPSA to the Local Governing Board

After appropriate advisory committees have reviewed the proposed WCCUSD SPSA,³⁰ the school site council must approve it at a meeting for which a public notice has been posted.³¹ The WCCUSD SPSA may then be presented to the district governing board for approval. The WCCUSD SPSA template provides a format for recommending the proposed WCCUSD SPSA to the board and for giving assurance that the school site council (***See Sample Forms S-T***):

- Has been properly constituted
- Reviewed its responsibilities
- Sought input from school advisory committees
- Reviewed the content requirements for all programs included
- Based the plan on analysis of current practices and student academic performance
- Formally approved the plan before recommending it to the board for review

The WCCUSD SPSA template provides signature lines for the school site council chairperson and school principal attesting to these assurances. Advisory committee involvement also may be documented through correspondence and other documents.

It is helpful for school site council members to be present when the governing board reviews the WCCUSD SPSA to answer questions and speak to issues raised. If the plan is not approved, school site council members present can convey the board's objections to other school site council members.

Step Six: Monitor Implementation

The district and school administration is responsible for implementing the WCCUSD SPSA as approved by the local governing board. Administration of the plan includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and information to the school site council or by developing proposals for the school site council's consideration.

Once the plan is approved, the responsibility of the school site council is to monitor the effectiveness of planned activities and modify those that prove ineffective. Monitoring will be made easier as the school site council completes the monitoring implementation action plan form for each strategy developed (***See Sample Forms V***).

³⁰ See Step Two: Seek Input from School Advisory Committees

³¹ EC sections 35147, 64001(a), 64001(g)

Monitoring should follow the calendar of events established by the WCCUSD SPSA to verify timely implementation and achievement of objectives critical to the success of the plan, such as:

- Assignment and training of highly qualified staff to positions identified in the plan
- Identification of student participants
- Implementation of services
- Provision of materials and equipment to students
- Initial and ongoing assessment of student performance
- Progress made toward WCCUSD SPSA goals

As the implementation of planned activities unfolds, the school site council should verify the success of each major event and share this information with advisory committees and other interested parties.

Schools with ELAC delegation must review the annual R-30 Language Census after it is submitted to the California Department of Education in April.

Mid-year Changes to the WCCUSD SPSA

Any of the following factors may indicate a need to amend the WCCUSD SPSA during the school year:

- A major service or activity proves ineffective, and students are at risk.
- Material changes occur that affect the academic programs.
- Staff, equipment, or materials essential to the plan cannot be procured.
- School boundaries or demographics suddenly change.
- An activity is found to be non-compliant with state or federal law.
- A planned activity is not supported by staff, parents, or students.

The school site council may amend the plan at any time, in accordance with local board policy and school site council bylaws. Whenever the school site council makes a material change to the plan, the local governing board must approve the change.³²

Continue the Cycle

At least annually, the school site council must evaluate the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of planned improvements is part of the analysis of student data for the following year's plan (**See Sample Forms V**).

There are at least three questions that should be asked when the WCCUSD SPSA fails to achieve expected results:

1. *Are school goals based on tested student performance and a factual assessment of current educational practice at the school?*

³² EC Section 64001(g)

A failed strategy may mean that the real cause of low performance was incorrectly diagnosed. If the cause of low academic performance is student based, then additional opportunities to learn should result in significant gains. If the cause of low student performance is rooted in the instructional program or in health or safety issues, then student performance will improve only when these issues are resolved.

2. *Is the plan an educationally sound means of reaching school goals?*
Assuming a correct diagnosis of the problem, failure to achieve the goal may be the result of ineffective means. When an improvement strategy proves ineffective, the school site council should make needed modifications to the plan before participating students suffer serious academic loss.
3. *Was the plan implemented in a timely and effective manner?*
As the school site council monitors implementation of the WCCUSD SPSA, operational problems may be identified that threaten the success of the plan. The causes of such problems need to be identified and corrected.

Template for the Single Plan for Student Achievement

Purpose of the WCCUSD SPSA Template

This section contains the Template for the WCCUSD Single Plan for Student Achievement

The -WCCUSD SPSA template has been designed to meet the content requirements of *Education Code* Section 64001 for a single school plan for student achievement. Such a plan must be developed and approved by the school site council at each school that participates in any program funded through the Consolidated Application, the School and Library Improvement Block Grant, the Pupil Retention Block Grant, and NCLB Program Improvement. Accordingly, the plan must:

1. Be annually reviewed and updated by the school site council, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state data, including Annual Measurable Objectives (AMOs), the Academic Performance Index (API), and the Annual Measurable Achievement Objectives (AMAO) for English proficiency using California English Language Development Test (CELDT) results.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students to the level of the API.
5. Be consistent with federally required Local Educational Agency (LEA) plans, and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the Consolidated Application in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

Sample Form A: Action Plan Frame-Academic Data Assessment

School Name: Sample

**Action Plan Frame:
Data Assessment
(Academic)**

The following assessments were used to identify student learning needs:

- CST - STAR
- WCCUSD Benchmark Exams
- OCR Assessments
- Prentice Hall Assessments

The following process was used to analyze the data listed above:

- In the Fall of each year the faculty is provided with disaggregated data from the CST-STAR results of the Spring testing for all grade levels. The data teams at each grade level are also given the Group Reports of their past grade level results and the results of their present grade level.
- The data teams analyze the results and determine the areas of strength and weaknesses in order to plan instruction.
- The data teams, using the Shmoker Model, determine their long range goals in ELA and Math as well as their short term goals.
- From the analysis a list of students of our targeted populations is generated for further analysis and intervention.

Program Strengths

ELA

CST:

1. Students in the African American subgroup scored 62% correct in Word Analysis, 57% in Written and Oral Communication, and 53% in Reading Comprehension. (content cluster).
2. Students in the Latino subgroup scored 63%% correct in Word Analysis and Vocabulary, 66% in Oral and Written Communications, and 62% (content cluster).
3. Students in the subgroup scored % correct in (content cluster).
4. Students in the subgroup scored % correct in (content cluster).

Other assessment information (e.g., CELDT, CAHSEE, Local):

1. According to the ELA SCOE Spring Benchmark Assessment, the kindergarteners scored well above 50% with the exception of eight out of a total of 40. The lowest overall average score of 53% was in section 1.12 high frequency words.
2. According to the ELA SCOE Spring Benchmark Assessment, the first graders scored well above 60% with the exception of seven students out of a total of 60. The students experiencing difficulty, scoring below 40% were second language students who had difficulty generating sounds.
- 3.

MATH

CST:

1. Students in the Afro-American subgroup scored 60% correct in Algebra and functions, 65% in Statistics, Data Analysis and Probability, and 68% in Measurement and Geometry (content cluster).
2. Students in the Latino subgroup scored 70% correct in Algebra and functions, 80% in Statistics, Data Analysis and Probability, and 70% in Measurement and Geometry (content cluster).
3. Students in the subgroup scored % correct in (content cluster).
4. Students in the subgroup scored % correct in (content cluster).

Other assessment information (e.g., CAHSEE, Local)

1. According to the Math SCOE Spring Benchmark Assessment, the Kindergarteners on average scored well above 75% with the exception of the Geometry section (1.3) for both classes.
2. According to the Math SCOE Spring Benchmark Assessment, the first graders scored on average 70% with the exception of Number Sense Standard 1.5.
3. African Americans scored between 35% and 93% on the Math Benchmark #3 with Number Sense 2.1, 2.3 and Statistics 2.1 being the areas of difficulty. Latino students scored in the 35% and 93% as well. Statistics overall and Number Sense were areas of difficulty.

SCIENCE: (check one) Grade 5 Grade 7 Grade 9

1. Students in Grade 5 scored on average 55% in the Science with Physical Science Grade 4 being the high score of 64%. In addition, Physical Science Grade 5 was a strength of assessment with a score of 62%.
- 2.

Areas of Challenge

ELA

CST:

1. Students in the African American subgroup scored 54% correct in Reading Comprehension and 46% in Writing Strategies. (content cluster).
2. Students in the Latino subgroup scored 55% correct in Reading Comprehension and 48% in Writing Strategies. (content cluster).

Other assessment information (e.g., CELDT, CAHSEE, Local):

1. According to the ELA SCOE Spring Benchmark Assessment, the kindergarteners experienced the most difficulty in the area of high frequency words (Section 1.12)
2. According to the ELA SCOE Spring Benchmark Assessment, the first graders experienced the most difficulty in the area of generating sounds. This was significant with our second language students.

MATH

CST:

1. Students in the African American subgroup scored 45% correct in algebra functions and 50% in statistics and probability (content cluster).
2. Students in the Latino subgroup scored 54% correct in algebra functions and 56% in statistics and probability (content cluster)

Other assessment information (e.g., CAHSEE, Local):

1. According to the Math SCOE Spring Benchmark Assessment, the kindergarteners experienced the most difficulty in the area of Geometry section 1.3.
According to the Math SCOE Spring Benchmark Assessments, the first graders experienced the most difficulty in the area of Number Sense Standard 1.5.
2. African Americans experienced the most difficulty with Number Sense 2.1, 2.3 and Statistics 2.1.
Latino students experienced difficulty with number Sense and Statistics.

SCIENCE (check one) Grade 5 Grade 7 Grade 9

1. Students in Grade 5 experienced the most difficulty with Earth Science, Grade 4 on the CST scoring an average of 30%

2.

Barriers:

The following system-wide barriers have impacted our ability to meet our Academic Goals. Check all that apply and provide brief description of issue(s).

Staffing:

Facilities maintenance: Classroom and hallway lighting needs to be upgraded in order to maintain sufficient lighting to prevent eye strain. Electrical upgrade is needed to accommodate technology (i.e. outlets for computers, copiers, overhead projectors). Internet access is needed in all classrooms to meet technology standards.

Facility capacity (space for classrooms/programs): Shannon is the only school in the District without a Multipurpose Room to accommodate student performances and community functions.

Safety: The intercom system does not allow us to communicate with the classrooms.

Materials availability: Materials to accommodate student needs and provide communication to our stakeholders is needed.

Technology: Student access to the internet in all classrooms is needed as well as upgraded computers, software, projecting devices, and copiers to meet the technology standards.

Fiscal Support:

Compliance Support:

Curriculum and Instruction Support:

Other: The school parking lot is too small to accommodate the commuter population. The parking lot and drive through needs to be enlarged with an alternate exit.

Sample Form B: Action Plan Frame-Non Academic Data Assessment

School Name: Sample

**Action Plan Frame:
Data Assessment
(Non-Academic)**

The following data was reviewed in order to evaluate our attendance, safety, and climate:

- Attendance % rate for 2005-06 was: 95%
- Safety/Climate (check all that apply):
 - Suspension Information
 - Healthy Kids Survey
 - Parent Focus Group Evaluations
 - Community/Parent Surveys
 - Other:
 - Other:

Program Strengths

Attendance:

According to our 2006-2007 Parent Survey students are very happy at school and parents are quite pleased with our overall performance. The results of the survey is significant to our attendance rate.

Safety:

The 2006-2007 Parent Survey and Healthy Kids Survey indicate a safe school environment. The suspension rate during 2005-2006 was 12 out of 400 students.

School-wide climate:

All indicators mentioned above show an overall content among parents, students, and school personnel working together in a pleasant environment.

Areas of Challenge

Attendance:

With the closing of Seaview School, Shannon's boundaries extends to the Bayview area of San Pablo. Many students walk or carpool the distance resulting in attendance issues.

Safety:

The school parking lot needs to be expanded with an alternate exit to accommodate the increased traffic.

School-wide climate:

Shannon is the only school that is without a Multipurpose Room to accommodate the performing arts and stakeholder functions.

Sample Form C: SPSA Stakeholder Involvement Frame

School Name: Sample School

WCCUSD SPSA Stakeholder Involvement Frame

Part I

How is the school going to work with its stakeholders, especially the School Site Council (SSC), to complete the variety of tasks involved in developing, implementing, and measuring the effectiveness of the Single Plan for Student Achievement (SPSA)?

The idea here is to know and plan for how you are going to work and with whom you are going to work before you actually start the work.

Respond to the following questions:

- *How will the SSC work with the school community to complete the plan? Will the SSC be hands-on in completing the school plan process or will the SSC delegate specific work to other groups (e.g. The SSC is going to ask the data team to analyze the data and summarize it for a report to the SSC).*
- *The SSC will delegate specific work for completing some of the SPSA to other school stakeholders, but take point on keeping the community informed along the way. The belief system here is that collaboration is essential for getting the work done. Each group involved has its area of expertise. We want to bring all of our experts together to produce an SPSA that strategically meets the needs of our students, aligns and leverages our resources, and helps our school meet its AYP goals.*
- *Which stakeholders (ILT, Data Team, department lead, other resource personnel, etc.) will support the SSC in developing the frames of the 06-07 school plan?*
 - In addition to the SSC, the Data Team, Instructional Leadership Team (ILT), the English Learner Advisory Committee (ELAC), the Gifted and Talented Education Committee (GATE), and the Climate Council will contribute to developing the SPSA.
- *How will these stakeholders be involved with developing the frames of the 06-07 school plan?*
 - The SSC will delegate the data assessment (academic and non-academic) analysis part of the plan to Peres Data Team. The data team will complete its work (areas of strength, areas of need, and prioritized objectives) on the appropriate plan pages and present it to the SSC for understanding and approval. Once approved, the SSC will ask the ILT to review the data assessment (academic and non-academic) and work with the SSC to select strategies that will address the prioritized objectives.

The ILT will be expected to work with the balance of the school staff to select key strategies that have the potential to improve student achievement, behavior, attendance, safety, attitudes, and overall climate. The ILT will work closely with the ELAC for issues related to EL learners. The ILT will also seek advice from the GATE committee when trying to determine best strategies for our more academically advanced students. The SSC will be working with the Climate Council to determine where we can improve in our non-academic (attendance, safety, and climate) areas. Clearly, we know that these greatly impact the success of our academic strategies.

As the data team, and ILT work on their parts of the SPSA, the SSC will also keep other community groups (PTA, Parent Club, Rotary, Chamber of Commerce) informed via scheduling formal meetings, disseminating SSC minutes schoolwide, and word-of-mouth sharing.

- *How will these stakeholders be involved in monitoring the implementation of the plan (e.g., timeline for data collection and review, completion of the monitoring forms)?*
 - The SSC will be responsible for monitoring the implementation and effectiveness of the plan. During the second week of January after we return from the Winter recess, the SSC will partially fill out the Monitoring Implementation of SPSA Action Plan form for each of our strategies. We write partially because we are only trying to determine at this point if we have or have not fully implemented each of the strategies and if we have not, we will determine why. At that point, we will also determine what monies have been spent from which funds. This will be fairly straightforward because we have a monthly budget report at each of our SSC meetings. If anyone from the SSC, other staff members, or community has input/recommendations for adjustment, we will chart the information and determine next action steps.

In March, April and May, the SSC teachers and principal will gather the data and work closely with the Data Team and ILT to determine if selected strategies were effective based on the assessments specified in the plan. The teachers and principal will then present results to the whole SSC who will then fill out the balance of the Monitoring Implementation of SPSA Action Plan sheet for each strategy in the plan.

- *Other*
N/A

Part II

- *List the variety of opportunities for parental involvement at your school (i.e. GATE advisory group, PTA, Parents' Club, etc.)*
PARENT-TEACHER ASSOCIATION (PTA) and/OR PARENT GROUP(s):The purpose of having a parent Club is to get parents involved in their children's

education and to provide support to parents to build stronger families. Peres' parent room provides a place for parents to socialize and get to know one another. A major focus of the Parent Club is to focus on assisting parents with reinforcement strategies to help their children succeed in school. The Parent Club is providing parent grade level meetings to inform parents regarding grade level standards and what is expected of their children to learn at their respected grade levels. Parent grade level meetings will be held monthly throughout the school year. Parents are encouraged to attend informational parent in-services (i.e. "Save Our Smiles" dental program). The 06-07 meeting schedule is included in our Parent Handbook.

School Site Council (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). The SSC's major responsibility is to develop, implement, revise, and monitor the Single Plan for Student Achievement. The 06-07 meeting schedule is included in our Parent Handbook.

ENGLISH LEARNER ADVISORY COMMITTEE: Monthly ELAC meetings are held to discuss issues that impact English Learners. The ELAC gives advice to the school on how site monies, especially EIA-LEPdollars should be spent to improve the performance of English Learners. The 06-07 meeting schedule is included in our Parent Handbook.

Gate Committee: The Gate committee meets monthly to discuss issues regarding the needs of proficient and advanced students. The 06-07 meeting schedule is included in our Parent Handbook.

Please see our SPSA Executive Summary and action plan section for more parental involvement activities.

Sample

Sample Form D: Prioritized Academic Objectives

School Name: Sample

**Action Plan Frame:
Prioritized Objectives**

Based on our academic goals and our data analysis, we have determined that we must develop an action plan with instructional strategies to address the following prioritized objectives:

ELA

1. Increase by 50% the number of proficient students in the African American subgroup.
2. Increase by 40% the number of proficient students in the Latino subgroup.

Math

1. Increase by 50% the number of proficient students in the African American subgroup.
2. Increase by 40% the number of proficient students in the Latino subgroup.

These prioritized objectives should be inserted on the top of the appropriate academic frames.

Sample Form E: Prioritized Non Academic Objectives

School Name: Sample

**Action Plan Frame:
Prioritized Objectives**

Based on our data analysis, we have determined that in order to meet our goals, we must develop an action plan with strategies to address the following prioritized objectives:

Attendance

Our attendance will increase from 95% to 97% during 2006-07.

Safety

Our school safety will improve in the following area: Parking lot traffic safety as measured by less accidents in the parking lot.

School-wide climate

Our school-wide climate will improve in the following area: Assistance with academics as measured by establishing a Learning Center and Before and After School Tutoring opportunities.

These prioritized objectives should be inserted on the top of the appropriate frames

Sample Form F: Elementary/Middle School Academic Goals

School Name:

Elementary/Middle School Academic Goals

ELA Goals (Check One)

Our goal for 2006-07 is that **29.4% of all students** and all **numerically significant subgroups** will be proficient in ELA. This goal is based on the NCLB AYP target of 24.4% proficient, plus the additional 5% District level requirement.

-OR-

We have met the 2006-07 school-wide NCLB and District target AYP goal for ELA of **29.4%**. We have established the following goal:

MATH Goals (Check One)

Our goal for 2006-07 is that **31.5% of all students** and all **numerically significant subgroups** will be proficient in math. This goal is based on the NCLB AYP target of 26.5% proficient, plus the additional 5% District level requirement.

-OR-

We have met the 2006-07 school-wide NCLB and District target AYP goal for Math of **31.5%**. We have established the following goal:

Sample Form G: High School Academic Goals

School Name:

High School Academic Goals

ELA Goals (Check One)

Our goal for 2006-07 is that **27.3%** of **all students** and all **numerically significant subgroups** will be proficient in ELA. This goal is based on the NCLB AYP target of 22.3% proficient, plus the additional 5% District level requirement.

-OR-

We have met the 2006-07 school-wide NCLB and District target AYP goal for ELA of **27.3%**. We have established the following goal:

MATH Goals (Check One)

Our goal for 2006-07 is that **25.9%** of **all students** and all **numerically significant subgroups** will be proficient in math. This goal is based on the NCLB AYP target of 20.9% proficient, plus the additional 5% District level requirement.

-OR-

We have met the 2006-07 school-wide NCLB and District target AYP goal for Math of **25.9%**. We have established the following goal:

Sample Form H: Elementary ELA Frame

School Name:

**Action Plan Frame:
Student Achievement**

English Language Arts #1

Prioritized Objective #1:

During the 2006-07 school year, we will use the following strategy to address this objective:

Brief description of the above strategy:

This strategy will address the content cluster area(s) of:

Vocabulary Comprehension Writing Other:

We have used this strategy for _____ year(s) and plan to continue the strategy this year because data shows _____ .

-OR-

This is a new strategy this year.

In order to implement this strategy during 2006-07, we will follow these action steps:

By: we will
By: we will
By: we will
By: we will
By: we will
By: we will

- The following staff will be directly responsible for implementation of these action steps:
- We will need the following materials in order to implement the strategy this year:
- We will need the following additional staff in order to implement the strategy this year:

check here if N/A

- We anticipate that we will need the following professional development activities in order to implement the strategy:

- We will involve parents in this strategy with the following activities:

- This strategy will require (check all that apply):

Study trips (describe location, grade level/groups involved):

Assemblies (describe program, grade level groups involved):

Check here if N/A

- We anticipate that the total cost for these materials, staff, professional development, study trips, assemblies and parent involvement activities will be

| | |
|---------------------|----|
| Staff | \$ |
| Materials/equipment | \$ |
| Staff development | \$ |
| Parent Involvement | \$ |
| Study Trips | \$ |
| Assemblies | \$ |
| Total | \$ |

We plan to use funds from (check all that apply):

| | | |
|---|----|----|
| <input type="checkbox"/> Title I | \$ | |
| <input type="checkbox"/> Title I parent involvement | | \$ |
| <input type="checkbox"/> SLIB | \$ | |
| <input type="checkbox"/> HPSG | \$ | |
| <input type="checkbox"/> LEP | \$ | |
| <input type="checkbox"/> ELAP | \$ | |
| <input type="checkbox"/> Other: | \$ | |
| <input type="checkbox"/> Other: | \$ | |

Total (Must equal total shown above) \$

- In order to monitor the impact of the strategy, we will use the following data to complete the **Monitoring Implementation of SPSA Action Plan 2006-07** form:

Sample Form I: Elementary Math Frame

School Name:

**Action Plan Frame:
Student Achievement**

Elementary Math #1

Prioritized Objective #1:

During the 2006-07 school year, we will use the following strategy to address this objective:

Brief description of the above strategy:

This strategy will address the content cluster area(s) of:

Algebra Measurement Statistics, Data, Probability Other:

We have used this strategy for _____ year(s) and plan to continue the strategy this year because data shows _____ .

-OR-

This is a new strategy this year.

In order to implement this strategy during 2006-07, we will follow these action steps:

By: we will

By: we will

By: we will

By: we will

By: we will

By: we will

- The following staff will be directly responsible for implementation of these action steps:

- We will need the following materials in order to implement the strategy this year:

- We will need the following additional staff in order to implement the strategy this year:

check here if N/A

- We anticipate that we will need the following professional development activities in order to implement the strategy:
- We will involve parents in this strategy with the following activities:
- This strategy will require (check all that apply):
 - Study trips (describe location, grade level/groups involved):
 - Assemblies (describe program, grade level groups involved):
 - Check here if N/A
- We anticipate that the total cost for these materials, staff, professional development study trips, assemblies and parent involvement activities will be

| | | |
|---------------------|----|----|
| Staff | \$ | |
| Materials/equipment | \$ | |
| Staff development | | \$ |
| Parent Involvement | \$ | |
| Study Trips | | \$ |
| Assemblies | | \$ |
| Total | \$ | |

We plan to use funds from (check all that apply):

| | | |
|---|----|----|
| <input type="checkbox"/> Title I | \$ | |
| <input type="checkbox"/> Title I parent involvement | | \$ |
| <input type="checkbox"/> SLIB | \$ | |
| <input type="checkbox"/> HPSG | \$ | |
| <input type="checkbox"/> LEP | \$ | |
| <input type="checkbox"/> ELAP | \$ | |
| <input type="checkbox"/> Other: | \$ | |
| <input type="checkbox"/> Other: | \$ | |
| Total (Must equal total shown above) | \$ | |

- In order to monitor the impact of the strategy, we will use the following data to complete the **Monitoring Implementation of SPSA Action Plan 2006-07** form:

Sample Form J: Elementary Science Frame

**Action Plan Frame:
Student Achievement**

Science

During the 2006-07 school year, we will use the following strategy:

Brief description of the above strategy:

We have used this strategy for _____ year(s) and plan to continue the strategy this year because data shows _____ .

-OR-

This is a new strategy this year.

In order to implement this strategy during 2006-07, we will follow these action steps:

By: we will

By: we will

By: we will

By: we will

By: we will

By: we will

- The following staff will be directly responsible for implementation of these action steps:

- We will need the following materials in order to implement the strategy this year:

- We will need the following additional staff in order to implement the strategy this year:

check here if N/A

- We anticipate that we will need the following professional development activities in order to implement the strategy:

- We will involve parents in this strategy with the following activities:

- This strategy will require (check all that apply):

Study trips (describe location, grade level/groups involved):

Assemblies (describe program, grade level groups involved):

Check here if N/A

- We anticipate that the total cost for these materials, staff, professional development, study trips, assemblies and parent involvement activities will be:

| | | |
|---------------------|----|----|
| Staff | \$ | |
| Materials/equipment | \$ | |
| Staff development | | \$ |
| Parent Involvement | \$ | |
| Study Trips | | \$ |
| Assemblies | | \$ |
| Total | \$ | |

We plan to use funds from (check all that apply):

| | | |
|---|----|----|
| <input type="checkbox"/> Title I | \$ | |
| <input type="checkbox"/> Title I parent involvement | | \$ |
| <input type="checkbox"/> SLIB | \$ | |
| <input type="checkbox"/> HPSG | \$ | |
| <input type="checkbox"/> LEP | | |
| <input type="checkbox"/> ELAP | \$ | |
| <input type="checkbox"/> Other: | | |
| <input type="checkbox"/> Other: | \$ | |
| Total (Must equal total shown above) | \$ | |

- In order to monitor the impact of the strategy, we will use the following data to complete the **Monitoring Implementation of SPSA Action Plan 2006-07** form:

Sample Form K: Educationally Disadvantaged Youth Frame

**Action Plan Frame:
Educationally Disadvantaged Youth (EDY)
(Socially Economically Disadvantaged – SED)**

During the 2006-07 school year, we will use the following strategy to meet the needs of our Educationally Disadvantaged Youth (EDY):

Brief description of the above strategy:

This strategy will address the following academic area(s) – check all that apply:

ELA Math Science

We have used this strategy for (duration) and plan to continue the strategy this year because data shows .

-OR-

This is a new strategy this year.

By: we will
By: we will
By: we will
By: we will
By: we will
By: we will

- The following staff will be directly responsible for implementation of these action steps:
- We will need the following materials in order to implement the strategy this year:
- We will need the following additional staff in order to implement the strategy this year:

Check here if N/A

- We anticipate that we will need the following professional development activities in order to implement the strategy:
- We will involve parents in this strategy with the following activities:
- This strategy will require (check all that apply):
 - Study trips (describe location, grade level/groups involved):
 - Assemblies (describe program, grade level groups involved):
 - Check here if N/A
- We anticipate that the total cost for these materials, staff, professional development, study trips, assemblies and parent involvement activities will be:

| | | |
|---------------------|-----------|----|
| Staff | \$ | |
| Materials/equipment | \$ | |
| Staff development | | \$ |
| Parent Involvement | \$ | |
| Study Trips | | \$ |
| Assemblies | | \$ |
| Total | \$ | |

We plan to use funds from (check all that apply):

| | | |
|---|-----------|----|
| <input type="checkbox"/> Title I | \$ | |
| <input type="checkbox"/> Title I parent involvement | | \$ |
| <input type="checkbox"/> SLIB | \$ | |
| <input type="checkbox"/> HPSG | \$ | |
| <input type="checkbox"/> LEP | \$ | |
| <input type="checkbox"/> ELAP | \$ | |
| <input type="checkbox"/> Other: | \$ | |
| <input type="checkbox"/> Other: | \$ | |
| Total (Must equal total shown above) | \$ | |

- In order to monitor the impact of the strategy, we will use the following data to complete the **Monitoring Implementation of SPSA Action Plan 2006-07** form:

Sample Form L: Extended Learning Frame

School Name:

**Action Plan Frame:
Extended Learning**

(This form is MANDATORY FOR ALL TITLE I SCHOOLS)

During the 2006-07 school year, we will implement the following Extended Learning strategy to meet the needs of our students:

Brief description of the above strategy:

This strategy will address the following academic area(s) – check all that apply:

ELA Math Science

This strategy will address the needs of students in the following performance levels and/or sub-groups – check all that apply:

Far Below Basic Below Basic Basic grade(s)
 ELs Other:

We have used this strategy for (duration) and plan to continue the strategy
this year because data shows .
-OR-

This is a new strategy this year.

In order to implement this strategy during 2006-07, we will follow these action steps:

By: we will
By: we will
By: we will
By: we will
By: we will
By: we will

- The following staff will be directly responsible for implementation of these action steps:

- We will need the following materials in order to implement the strategy this year:

- We will need the following additional staff in order to implement the strategy this year:

Check here if N/A

- We anticipate that we will need the following professional development activities in order to implement the strategy:

- We will involve parents in this strategy with the following activities:

- This strategy will require (check all that apply):

Study trips (describe location, grade level/groups involved):

Assemblies (describe program, grade level groups involved):

Check here if N/A

- We anticipate that the total cost for these materials, staff, professional development, study trips, assemblies and parent involvement activities will be:

| | | |
|---------------------|----|----|
| Staff | \$ | |
| Materials/equipment | \$ | |
| Staff development | | \$ |
| Parent Involvement | \$ | |
| Study Trips | | \$ |
| Assemblies | | \$ |
| Total | \$ | |

We plan to use funds from (check all that apply):

| | | |
|---|----|----|
| <input type="checkbox"/> Title I | \$ | |
| <input type="checkbox"/> Title I parent involvement | | \$ |
| <input type="checkbox"/> SLIB | \$ | |
| <input type="checkbox"/> HPSG | \$ | |
| <input type="checkbox"/> LEP | \$ | |
| <input type="checkbox"/> ELAP | \$ | |
| <input type="checkbox"/> Other: | \$ | |
| <input type="checkbox"/> Other: | \$ | |

Total (Must equal total shown above) \$

- In order to monitor the impact of the strategy, we will use the following data to complete the **Monitoring Implementation of SPSA Action Plan 2006-07** form:

Sample Form M: Special Education

School Name:

**Action Plan Frame:
Special Education**

During the 2006-07 school year, we will use the following strategy to meet the needs of our Special Education students:

Brief description of the above strategy:

This strategy will address the following academic area(s) – check all that apply:

ELA Math Science

We have used this strategy for (duration) and plan to continue the strategy this year because data shows .

-OR-

This is a new strategy this year.

In order to implement this strategy during 2006-07, we will follow these action steps:

By: we will
By: we will
By: we will
By: we will
By: we will
By: we will

- The following staff will be directly responsible for implementation of these action steps:
- We will need the following materials in order to implement the strategy this year:
- We will need the following additional staff in order to implement the strategy this year:

Check here if N/A

- We anticipate that we will need the following professional development activities in order to implement the strategy:
- We will involve parents in this strategy with the following activities:
- This strategy will require (check all that apply):
 - Study trips (describe location, grade level/groups involved):
 - Assemblies (describe program, grade level groups involved):
 - Check here if N/A
- We anticipate that the total cost for these materials, staff, professional development, study trips, assemblies and parent involvement activities will be:

| | | |
|---------------------|----|----|
| Staff | \$ | |
| Materials/equipment | \$ | |
| Staff development | | \$ |
| Parent Involvement | \$ | |
| Study Trips | | \$ |
| Assemblies | | \$ |
| Total | \$ | |

We plan to use funds from (check all that apply):

| | | |
|---|----|----|
| <input type="checkbox"/> Title I | \$ | |
| <input type="checkbox"/> Title I parent involvement | | \$ |
| <input type="checkbox"/> SLIB | \$ | |
| <input type="checkbox"/> HPSG | \$ | |
| <input type="checkbox"/> LEP | \$ | |
| <input type="checkbox"/> ELAP | \$ | |
| <input type="checkbox"/> Other: | \$ | |
| <input type="checkbox"/> Other: | \$ | |
| Total (Must equal total shown above) | \$ | |

- In order to monitor the impact of the strategy, we will use the following data to complete the **Monitoring Implementation of SPSA Action Plan 2006-07** form:

Sample Form N: Gifted and Talented

School Name:

**Action Plan Frame:
Gifted and Talented (GATE)**

During the 2006-07 school year, we will use the following strategy to meet the needs of our Gifted and Talented Students (GATE):

Brief description of the above strategy:

This strategy will address the following academic area(s) – check all that apply:

ELA Math Science

We have used this strategy for _____ (duration) and plan to continue the strategy this year because data shows _____ .

-OR-

This is a new strategy this year.

In order to implement this strategy during 2006-07, we will follow these action steps:

By: we will
By: we will
By: we will
By: we will
By: we will
By: we will

- The following staff will be directly responsible for implementation of these action steps:
- We will need the following materials in order to implement the strategy this year:
- We will need the following additional staff in order to implement the strategy this year:

Check here if N/A

- We anticipate that we will need the following professional development activities in order to implement the strategy:
- We will involve parents in this strategy with the following activities:
- This strategy will require (check all that apply):
 - Study trips (describe location, grade level/groups involved):
 - Assemblies (describe program, grade level groups involved):
 - Check here if N/A
- We anticipate that the total cost for these materials, staff, professional development, study trips, assemblies and parent involvement activities will be:

| | | |
|---------------------|----|----|
| Staff | \$ | |
| Materials/equipment | \$ | |
| Staff development | | \$ |
| Parent Involvement | \$ | |
| Study Trips | | \$ |
| Assemblies | | \$ |
| Total | \$ | |

We plan to use funds from (check all that apply):

| | | |
|---|----|----|
| <input type="checkbox"/> Title I | \$ | |
| <input type="checkbox"/> Title I parent involvement | | \$ |
| <input type="checkbox"/> SLIB | \$ | |
| <input type="checkbox"/> HPSG | \$ | |
| <input type="checkbox"/> LEP | \$ | |
| <input type="checkbox"/> ELAP | \$ | |
| <input type="checkbox"/> GATE | \$ | |
| <input type="checkbox"/> Other: | \$ | |
| <input type="checkbox"/> Other: | \$ | |
| Total (Must equal total shown above) | \$ | |

- In order to monitor the impact of the strategy, we will use the following data to complete the **Monitoring Implementation of SPSA Action Plan 2006-07** form:

Sample Form O: English Learners

School Name:

**Action Plan Frame:
English Learners (ELs)**

During the 2006-07 school year, we will use the following strategy to meet the needs of our English Learners (ELs):

Brief description of the above strategy:

This strategy will address the following academic area(s) – check all that apply:

ELA Math Science

We have used this strategy for _____ (duration) and plan to continue the strategy this year because data shows _____ .

-OR-

This is a new strategy this year.

In order to implement this strategy during 2006-07, we will follow these action steps:

By: we will
By: we will
By: we will
By: we will
By: we will
By: we will

- The following staff will be directly responsible for implementation of these action steps:
- We will need the following materials in order to implement the strategy this year:
- We will need the following additional staff in order to implement the strategy this year:

Check here if N/A

- We anticipate that we will need the following professional development activities in order to implement the strategy:
- We will involve parents in this strategy with the following activities:
- This strategy will require (check all that apply):
 - Study trips (describe location, grade level/groups involved):
 - Assemblies (describe program, grade level groups involved):
 - Check here if N/A
- We anticipate that the total cost for these materials, staff, professional development, study trips, assemblies and parent involvement activities will be

| | | |
|---------------------|----|----|
| Staff | \$ | |
| Materials/equipment | \$ | |
| Staff development | | \$ |
| Parent Involvement | \$ | |
| Study Trips | | \$ |
| Assemblies | | \$ |
| Total | \$ | |

We plan to use funds from (check all that apply):

| | | |
|---|----|----|
| <input type="checkbox"/> Title I | \$ | |
| <input type="checkbox"/> Title I parent involvement | | \$ |
| <input type="checkbox"/> SLIB | \$ | |
| <input type="checkbox"/> HPSG | \$ | |
| <input type="checkbox"/> LEP | \$ | |
| <input type="checkbox"/> ELAP | \$ | |
| <input type="checkbox"/> Other: | \$ | |
| <input type="checkbox"/> Other: | \$ | |
| Total (Must equal total shown above) | \$ | |

- In order to monitor the impact of the strategy, we will use the following data to complete the **Monitoring Implementation of SPSA Action Plan 2006-07** form:

Sample Form P: Attendance Frame

School Name:

**Action Plan Frame:
Attendance**

Attendance Objective:

During the 2006-07 school year, we will implement the following strategy to address this objective:

Brief description of the above strategy:

We have used this strategy for _____ (duration): and plan to continue the strategy this year because _____ .

-OR-

This is a new strategy this year.

In order to implement this strategy during 2006-07, we will follow these action steps:

By: we will
By: we will
By: we will
By: we will
By: we will
By: we will

- The following staff will be directly responsible for implementation of these action steps:
- We will need the following materials in order to implement the strategy this year:
- We will need the following additional staff in order to implement the strategy this year:

Check here if N/A

- We anticipate that we will need the following professional development activities in order to implement the strategy:

Check here if N/A

- We will involve parents in this strategy with the following activities:

This strategy will require (check all that apply):

Study trips (describe location, grade level/groups involved):

Assemblies (describe program, grade level groups involved):

Check here if N/A

- We anticipate that the total cost for these materials, staff, professional development, study trips, assemblies and parent involvement activities will be:

| | |
|---------------------|----|
| Staff | \$ |
| Materials/equipment | \$ |
| Staff development | \$ |
| Parent Involvement | \$ |
| Study Trips | \$ |
| Assemblies | \$ |
| Total | \$ |

We plan to use funds from (check all that apply):

| | | |
|---|----|----|
| <input type="checkbox"/> Title I | \$ | |
| <input type="checkbox"/> Title I parent involvement | | \$ |
| <input type="checkbox"/> SLIB | \$ | |
| <input type="checkbox"/> HPSG | \$ | |
| <input type="checkbox"/> LEP | \$ | |
| <input type="checkbox"/> ELAP | \$ | |
| <input type="checkbox"/> Other: | \$ | |
| <input type="checkbox"/> Other: | \$ | |
| Total (Must equal total shown above) | \$ | |

- In order to monitor the impact of the strategy, we will use the following data to complete the **Monitoring Implementation of SPSA Action Plan 2006-07** form:

Sample Form Q: Safety Frame

School Name:

**Action Plan Frame
Safety**

Safety Objective:

During the 2006-07 school year, we will implement the following strategy to address this objective:

Brief description of the above strategy:

We have used this strategy for _____ (duration) and plan to continue the strategy this year because _____ .

-OR-

This is a new strategy this year.

In order to implement this strategy during 2006-07, we will follow these action steps:

By: we will
By: we will
By: we will
By: we will
By: we will
By: we will

- The following staff will be directly responsible for implementation of these action steps:
- We will need the following materials in order to implement the strategy this year:
- We will need the following additional staff in order to implement the strategy this year:

Check here if N/A

- We anticipate that we will need the following professional development activities in order to implement the strategy:

Check here if N/A

- We will involve parents in this strategy with the following activities:

- This strategy will require (check all that apply):

Study trips (describe location, grade level/groups involved):

Assemblies (describe program, grade level groups involved):

Check here if N/A

- We anticipate that the total cost for these materials, staff, professional development, study trips, assemblies and parent involvement activities will be:

| | |
|---------------------|-----------|
| Staff | \$ |
| Materials/equipment | \$ |
| Staff development | \$ |
| Parent Involvement | \$ |
| Study Trips | \$ |
| Assemblies | \$ |
| Total | \$ |

We plan to use funds from (check all that apply):

| | | |
|---|----|----|
| <input type="checkbox"/> Title I | \$ | |
| <input type="checkbox"/> Title I parent involvement | | \$ |
| <input type="checkbox"/> SLIB | \$ | |
| <input type="checkbox"/> HPSG | \$ | |
| <input type="checkbox"/> LEP | \$ | |
| <input type="checkbox"/> ELAP | \$ | |
| <input type="checkbox"/> Other: | \$ | |
| <input type="checkbox"/> Other: | \$ | |

Total (Must equal total shown above) \$

- In order to monitor the impact of the strategy, we will use the following data to complete the **Monitoring Implementation of SPSA Action Plan 2006-07** form:

Sample Form R: School Wide Climate Frame

School Name:

**Action Plan Frame
School-wide Climate**

Climate Objective:

During the 2006-07 school year, we will implement the following strategy to address this objective:

Brief description of the above strategy:

We have used this strategy for _____ (duration) and plan to continue the strategy this year because _____ .

-OR-

This is a new strategy this year.

In order to implement this strategy during 2006-07, we will follow these action steps:

By: we will
By: we will
By: we will
By: we will
By: we will
By: we will

- The following staff will be directly responsible for implementation of these action steps:
- We will need the following materials in order to implement the strategy this year:
- We will need the following additional staff in order to implement the strategy this year:

Check here if N/A

- We anticipate that we will need the following professional development activities in order to implement the strategy:

Check here if N/A

- We will involve parents in this strategy with the following activities:

- This strategy will require (check all that apply):

Study trips (describe location, grade level/groups involved):

Assemblies (describe program, grade level groups involved):

Check here if N/A

- We anticipate that the total cost for these materials, staff, professional development, study trips, assemblies and parent involvement activities will be:

| | |
|---------------------|----|
| Staff | \$ |
| Materials/equipment | \$ |
| Staff development | \$ |
| Parent Involvement | \$ |
| Study Trips | \$ |
| Assemblies | \$ |
| Total | \$ |

We plan to use funds from (check all that apply):

| | | |
|---|----|----|
| <input type="checkbox"/> Title I | \$ | |
| <input type="checkbox"/> Title I parent involvement | | \$ |
| <input type="checkbox"/> SLIB | \$ | |
| <input type="checkbox"/> HPSG | \$ | |
| <input type="checkbox"/> LEP | \$ | |
| <input type="checkbox"/> ELAP | \$ | |
| <input type="checkbox"/> Other: | \$ | |
| <input type="checkbox"/> Other: | \$ | |

Total (Must equal total shown above) \$

- In order to monitor the impact of the strategy, we will use the following data to complete the **Monitoring Implementation of SPSA Action Plan 2006-07** form:

Sample Form S: SSC Recommendations and Assurances

School Name:

SSC Recommendations and Assurances

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

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

- English Learner Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- Other Site Based Advisory Committees (**list**)

The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

4. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This school plan was adopted by the school site council at a public meeting on: _____.
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least annually, using the Monitoring Implementation of SPSA Action Plan form.

Attested:

Typed name of school principal _____
Signature of school principal _____
Date

Typed name of SSC chairperson _____
Signature of SSC chairperson _____
Date

Form T: Assurance Regarding the School Safety Plan

School Name:

ASSURANCE REGARDING THE SCHOOL SAFETY PLAN

The principal's signature verifies that _____ School has reviewed the School Safety plan for 2006-07.

The Plan was was not updated. Key elements of safety, emergency and crisis preparedness were reviewed and discussed with all school faculty and staff.

Principal's Signature

Date

Form U: 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. If the school receives funding, then the plan must include the proposed expenditures.)

The usage of centralized state categorical and federal Title funds is displayed in the Local Educational Agency (LEA) plan. In general, Title II is used for professional development, Title III for English Learner (EL) support, Title IV for a safe and healthy learning environment and Title V for innovative programs such as GATE.

| State Programs | Allocation |
|--|-------------------|
| <input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners | \$ |
| <input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets. | \$ |
| <input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs. | \$ |
| <input type="checkbox"/> One-time Discretionary Block Grant | \$ |
| <input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education) | \$ |
| Total amount of state categorical funds allocated to this school | \$ |

| Federal Programs under No Child Left Behind (NCLB) | Allocation |
|--|-------------------|
| <input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas | \$ |
| <input type="checkbox"/> Other Federal Funds (list and describe ³³) | \$ |
| Total amount of federal categorical funds allocated to this school | \$ |
| Total amount of state and federal categorical funds allocated to this school | \$ |

³³ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

| |
|---------------------|
| Due May 2007 |
|---------------------|

Monitoring Implementation of SPSA Action Plan – 2006-07

| | |
|---|---|
| School: | Report Completion Date: |
| Prioritized Objective: | Strategy: <input type="checkbox"/> Academic <input type="checkbox"/> Non-Academic |
| Has strategy been implemented? <input type="checkbox"/> Not implemented <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented Reasons implementation was incomplete or did not occur: | Has this strategy had impact? <input type="checkbox"/> Yes <input type="checkbox"/> No What evidence do you have that this strategy was effective in improving student achievement? Be specific and include data information. |
| Total monies expended for this strategy: \$ <input type="checkbox"/> Title I <input type="checkbox"/> Title I Parent Inv. <input type="checkbox"/> SLIB <input type="checkbox"/> HPSG <input type="checkbox"/> LEP <input type="checkbox"/> ELAP <input type="checkbox"/> Other | Suggested adjustments or recommendations: Recommend continuation in 2007-08? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

Principal Signature: _____

Date: _____

SSC Chair Signature: _____

Date: _____