

# The Single Plan for Student Achievement

School: Diamond Valley Elementary School

District: Alpine County Unified School District

County-District School (CDS) Code: 02613336002794

Principal: Scott C. Smith, Ph.D.

Date of this revision: May 17, 2017

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

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

Contact Person: Scott C. Smith, Ph.D.

Position: Principal

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The District Governing Board approved this revision of the SPSA on June 15, 2017

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**Form A: Planned Improvements in Student Performance**

The School Site Council will analyze the academic performance of all student based assessment results from the 2016-17 Smarter Balanced Assessment Consortium (SBAC) assessments and the Measure of Academic Progress (MAP) in English Language Arts and Mathematics. The school will continue to administer the MAP assessments in the K-2 grade levels. Students in grades 3-8 are scheduled to take the Interim and Final SBAC assessments this year. It is the desire of the School Site Council for students to meet standards expectations for their grade level. As a result, the Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students.

**LEA Goal:**

Goal #2. Pupil Outcomes: Alpine County USD/COE is committed to supporting students holistically toward performing at high levels on the state’s adopted standards.

**School Goals:**

Goal #1 Diamond Valley Elementary School will exit Program Improvement status.

Goal #2: Diamond Valley Elementary School will fully implement a comprehensive and vertically articulated English Language Arts curriculum.

Goal #3: Students will have access to English Language Arts (ELA) Common Core State Standards (CCSS) appropriate instruction, materials, and assessments.

Goal #4: The number of students at Diamond Valley Elementary School identified as meeting all state and federal academic goals in the area of English Language Arts (ELA) will increase by at least ten percent.

**LCAP Priority Areas:**

Implementation of Pupil achievement(Priority 4) and Other pupil outcomes (Priority 8)

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
<p>Last year, all eligible students took the Interim and Final SBAC assessments in the academic areas of English Language Arts and Math. Kindergarten through second grade students also took MAP assessments. Integration of data from the California Alternative Assessment (CAA), and other assessments, will be utilized when they are made available.</p>	<p>The 2016 SBAC final assessments, in conjunction with the interim 2017 SBAC assessments, were reviewed and student academic growth has been noted. Overall, the California School Dashboard identifies the English Language Arts (ELA) academic indicator being within the blue area. However, some subgroups were identified as having lower academic achievement</p>	<p>General SBAC data is available and allows schools to compare themselves to other similar schools. Diamond Valley Elementary School’s School Site Council will continue to monitor the California Department of Education’s school dashboard. In addition, the interim and final SBAC information, in conjunction with MAP testing and teacher recommendations, will be utilized to help determine the eligibility of students who need additional support in the field of ELA.</p>

**STRATEGY #1:** During 2016-17, Diamond Valley Elementary School will continue full implementation of an English Language Arts program aligned to the ELA Common Core State Standards.

**STRATEGY #2:** During 2016-17, Diamond Valley Elementary School will fully implement the Supplemental Materials for the adopted ELA curriculum

**STRATEGY #3:** During 2016-17, Diamond Valley Elementary School staff will receive professional development as needed to fully implement the instructional materials mentioned above and to take full advantage of instructional technology including Promethean Boards.

**STRATEGY #4:** During 2016-17, Diamond Valley Elementary School will continue to utilize a local assessment system that will include formative, interim, and summative assessments aligned with the Smarter Balanced Assessment Consortium (SBAC) assessments.

**STRATEGY #5:** During 2016-17, Diamond Valley Elementary School will continue to utilize instructional aides in the classroom to help target specific educational gaps within our student populations.

**STRATEGY #5:** During 2016-17, Diamond Valley Elementary School will implement a data analysis protocol for classroom teachers as a guide for identifying standards on which their students need most attention.

**STRATEGY #6:** During 2016-17, Diamond Valley Elementary School will prepare a systematic method to identify students in need of strategic and intensive interventions as described in the California Department of Education's (CDE's) nine Essential Program Components (EPCs).

**STRATEGY #7:** During 2016-17, Diamond Valley Elementary School will develop a targeted tutorial program for students identified as needing either strategic and/or intense interventions in English Language Arts.

**STRATEGY #9:** During 2016-17, Diamond Valley Elementary School will work with a District-School Liaison Team (DSLTL) to review the CDE's nine essential program components with a goal to reach the Substantial level of implementation for each Component.

**STRATEGY #10:** During 2016-17, the administration will ensure staff is appropriately trained to implement goals and actions.

**STRATEGY #11:** During 2016-17, Diamond Valley Elementary School will develop, implement and support an Individual Student Plan for students identified as needing additional support.

Action/Date	Person(s) Responsible	Task/Date	Estimated Cost or Funding Source	Identified LCAP Actions/Services
<p>1. Analyze SBAC and MAP data, both individually and by grade level, to determine necessity and proper placement within intervention programs. Analysis of the California Alternative Assessment (CAA) and other assessments will be utilized when they are made available.</p>	<p>Teachers, Principal, and Counselor</p>	<p>August 2017- November 2017</p>		
<p>2. Provide collaboration time during the school day to allow teachers to review student work/data to plan and implement interventions during the school day.</p>	<p>Principal and Teachers</p>	<p>August 2017-May 2018  Items to consider in collaboration:</p> <ul style="list-style-type: none"> <li>• PBIS</li> <li>• Intervention</li> <li>• Working with at-risk traumatized youth</li> <li>• Special needs/ differentiation</li> </ul>	<p>Title I: \$2,225</p>	

<p>3. Instructional aides/support staff will work with individuals and in small group settings to support ELA instruction.</p>	<p>Principal, Teachers, Instructional Aides/Support Staff</p>	<p>Utilize two part-time instructional aides in the classroom. Determine number of students in need of extra support. Create a schedule to ensure students receive a structured time for systematic review and/or tutoring in ELA CCSS. August 2017-May 2018</p>	<p>Title I: \$14,275</p>	
<p>4. The After School Education and Safety (ASES) Program will utilize an instructional aide to implement a systematic tutorial program.</p>	<p>Principal, After School Coordinator/After School Staff</p>	<p>Examine the need for additional instructional support in the after school program. Create schedule to ensure students receive a structured time for systematic review and/or tutoring in ELA CCSS. August 2017-May 2018</p>	<p>Title I/EIA: \$1,750</p>	
<p>5. Purchase and utilization of supplemental CCSS materials</p>	<p>Teachers, Principal, Librarian, Counselor</p>	<p>October 2017-April 2018</p>	<p>Title I: \$500</p>	

Please duplicate this form as necessary for additional goals, activities, or strategies the school may have.

## Form A: Planned Improvements in Student Performance

The School Site Council will analyze the academic performance of all student based assessment results from the 2016-17 Smarter Balanced Assessment Consortium (SBAC) assessments and the Measure of Academic Progress (MAP) in English Language Arts and Mathematics. The school will continue to administer the MAP assessments in the K-2 grade levels. Students in grades 3-8 are scheduled to take the Interim and Final SBAC assessments this year. It is the desire of the School Site Council for students to meet standards expectations for their grade level. As a result, the Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students.

### LEA Goal:

Goal #2. Pupil Outcomes: Alpine County USD/COE is committed to supporting students holistically toward performing at high levels on the state's adopted standards.

### School Goals:

Goal #1 Diamond Valley Elementary School will exit Program Improvement status.

Goal #2: Diamond Valley Elementary School will fully implement a comprehensive and vertically articulated English Language Arts curriculum.

Goal #3: Students will have access to Math Common Core State Standards (CCSS) appropriate instruction, materials, and assessments.

Goal #4: The number of students at Diamond Valley Elementary School identified as meeting all state and federal academic goals in the area of Mathematics will increase by at least ten percent.

### LCAP Priority Areas:

Implementation of Pupil achievement(Priority 4) and Other pupil outcomes (Priority 8)

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
Last year, all eligible students took the Interim and Final SBAC assessments in the academic areas of English Language Arts and Math. Kindergarten through second grade students also took MAP assessments. Integration of data from the California Alternative Assessment (CAA), and other assessments, will be utilized when they are made available.	The 2016 SBAC final assessments, in conjunction with the interim 2017 SBAC assessments, were reviewed and student academic growth has been noted. Overall, the California School Dashboard identifies the English Language Arts (ELA) academic indicator being within the blue area. However, some subgroups were identified as having lower academic achievement	General SBAC data is available and allows schools to compare themselves to other similar schools. Diamond Valley Elementary School's School Site Council will continue to monitor the California Department of Education's school dashboard. In addition, the interim and final SBAC information, in conjunction with MAP testing and teacher recommendations, will be utilized to help determine the eligibility of students who need additional support in the field of Mathematics.

**STRATEGY #1:** During 2016-17, Diamond Valley Elementary School will continue full implementation of a Mathematics program aligned to the Math Common Core State Standards

**STRATEGY #2:** During 2016-17, Diamond Valley Elementary School will fully implement the Supplemental Materials for the adopted Math curriculum

**STRATEGY #3:** During 2016-17, Diamond Valley Elementary School staff will receive professional development as needed to fully implement the instructional materials mentioned above and to take full advantage of instructional technology including Promethean Boards.

**STRATEGY #4:** During 2016-17, Diamond Valley Elementary School will continue to utilize instructional aides in both the classroom and afterschool program to help target specific educational gaps within our student populations.

**STRATEGY #5:** During 2016-17, Diamond Valley Elementary School will continue to utilize a local assessment system that will include formative, interim, and summative assessments aligned with the Smarter Balanced Assessment Consortium (SBAC) assessments.

**STRATEGY #6:** During 2016-17, Diamond Valley Elementary School will implement a data analysis protocol for classroom teachers as a guide for identifying standards on which their students need most attention.

**STRATEGY #7:** During 2016-17, Diamond Valley Elementary School will prepare for systematic method to identify students in need of strategic and intensive interventions as described in the California Department of Education's (CDE's) nine Essential Program Components (EPCs).

**STRATEGY #8:** During 2016-17, Diamond Valley Elementary School will develop a targeted tutorial program for students identified as needing either strategic and/or intense interventions in Mathematics.

**STRATEGY #9:** During 2016-17, Diamond Valley Elementary School will work with a District-School Liaison Team (DSLTL) to review the CDE's nine essential program components with a goal to reach the Substantial level of implementation for each Component.

**STRATEGY #10:** During 2016-17, the administration will ensure staff is appropriately trained to implement goals and actions.

**STRATEGY #11:** During 2016-17, Diamond Valley Elementary School will develop, implement, and support an Individual Student Plan for students identified as needing additional support.



<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Estimated Cost or Funding Source</b>	<b>Identified LCAP Actions/Services</b>
1. Analyze SBAC and MAP data, both individually and by grade level, to determine necessity and proper placement within intervention programs. Analysis of the California Alternative Assessment (CAA) and other assessments will be utilized when they are made available.	Teachers, Principal, and Counselor	August 2017- November 2017		
2. Provide collaboration time during the school day to allow teachers to review student work/data to plan and implement interventions during the school day.	Principal and Teachers	August 2017-May 2018 Items to consider in collaboration: <ul style="list-style-type: none"> <li>• PBIS</li> <li>• Intervention</li> <li>• Working with at-risk traumatized youth</li> <li>• Special needs/ differentiation</li> </ul>	Title I: \$2,225	
3. Instructional aides/support staff will work with individuals and in small group settings to support ELA instruction.	Principal, Teachers, Instructional Aides/Support Staff	Utilize two part-time instructional aides in the classroom. Determine number of students in need of extra support. Create a schedule to ensure students receive a structured time for systematic review and/or tutoring in ELA CCSS. August 2017-	Title I: \$14,275	

		May 2018		
4.The After School Education and Safety (ASES) Program will utilize an instructional aide to implement a systematic tutorial program.	Principal, After School Coordinator/After School Staff	Examine the need for additional instructional support in the after school program. Create schedule to ensure students receive a structured time for systematic review and/or tutoring in ELA CCSS. August 2017-May 2018	Title I: \$1,750	
5.Purchase and utilization of supplemental CCSS materials	Teachers, Principal, Librarian, Counselor	October 2017-April 2018	Title I: \$500	

**Please duplicate this form as necessary for additional goals, activities, or strategies the school may have.**

**Form A: Planned Improvements in Student Performance**

The School Site Council will analyze the academic performance of all student based assessment results from the 2016-17 Smarter Balanced Assessment Consortium (SBAC) assessments and the Measure of Academic Progress (MAP) in English Language Arts and Mathematics. The school will continue to administer the MAP assessments in the K-2 grade levels. Students in grades 3-8 are scheduled to take the Interim and Final SBAC assessments this year. It is the desire of the School Site Council for students to meet standards expectations for their grade level. As a result, the Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students.

**LEA Goal:**

Goal #1. Alpine County USD/COE is committed to ensuring all students have access to a broad course of study with highly qualified teachers in a healthy and safe school environment.

Goal #3. Engagement: Alpine County USD/COE is committed to providing a collaborative culture for students, parents, teachers, staff and the community which promotes the social, emotional, and academic growth of all students.

**School Goals:**

Goal #1 Diamond Valley Elementary School will continue to disseminate important information to parents via the Diamond Digest, emails, letters home, and when possible, the Diamond Valley School website.

Goal #2: Diamond Valley Elementary School will analyze the information gathered from student, staff, and parental surveys to aid in the gathering of stakeholder input.

Goal #3: Diamond Valley Elementary School will utilize various committees and groups, such as the: Safety Committee, School Site Council, and Alpine Parent’s Group, to gather stakeholder input.

Goal #4: Diamond Valley Elementary School will continue to utilize the PBIS framework to foster a positive schoolwide atmosphere.

Goal #5: Diamond Valley Elementary School will maintain, and if possible expand, the various course offerings available at Diamond Valley Elementary School.

Goal #6: Diamond Valley Elementary School will promote a learning environment that respects and includes students of all cultures.

**LCAP Priority Areas:**

Basic Services (Priority 1), Implementation of State Standards (Priority 2), Parental Involvement (Priority 3), Pupil engagement (Priority 5), School climate (Priority 6)

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Comprehensive School Safety Plan Emergency Response Plan Discipline records/data and SWIS data Attendance Data California Healthy Kids Survey data	There is an ongoing need to adjust the Comprehensive School Safety Plan to modernize the school facilities.  Implementation of the HAWK PBIS system	Review of Diamond Valley Elementary School discipline, SWIS data, Safety Committee meeting minutes/agendas, and attendance data

	should continue along with the integration of a socio-emotional learning component built into the school schedule.	
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**STRATEGY #1:** During 2016-17, Diamond Valley Elementary School will continue implementing its PBIS (Positive Behavior Intervention and Support) program.

**STRATEGY #2:** During 2016-17, Diamond Valley Elementary School will ensure appropriate staff are trained in the PBIS model and other pertinent programs.

**STRATEGY #3:** During 2016-17, Diamond Valley Elementary School will develop a process to increase community and parental engagement in the academic growth of their students.

**STRATEGY #4:** During 2016-17, Diamond Valley Elementary School will continue to utilize a variety of formats to communicate with students, parents, staff, and community stakeholders

**STRATEGY #5:** During 2016-17, Diamond Valley Elementary School will continue to utilize, and further develop, a comprehensive counseling program to help student engagement.

**STRATEGY #6:** During 2016-17, Diamond Valley Elementary School will analyze student, staff, and parental surveys regarding school climate and develop a plan to both continue identified areas of strength and improve areas for growth.

Action/Date	Person(s) Responsible	Task/Date	Estimated Cost or Funding Source	Identified LCAP Actions/Services
1. Social Emotional Learning Curriculum	Principal, Teachers, Support Staff	August 2017-May 2018	\$2,500	3.8 Positive Behavioral Interventions and Supports (PBIS) framework is implemented toward increasing behaviors consistent with learning. Educate parents/guardians on the PBIS framework. Continue staff development and support of PBIS framework. (Priority 6)
2. Support the continued implementation of the Positive Behavioral Intervention and Supports program.	Principal, Teachers, Support Staff	August 2017-May 2018	MHSA	3.8 Positive Behavioral Interventions and Supports (PBIS) framework is implemented toward increasing behaviors consistent with learning. Educate parents/guardians on the PBIS framework. Continue staff development and support of PBIS framework. (Priority 6)
3. Invite/host assemblies to promote a positive and safe learning environment.	Principal, Teachers, Support Staff	August 2017-May 2018	LCAP	3.8 Positive Behavioral Interventions and Supports (PBIS) framework is implemented toward increasing behaviors consistent with learning. (Priority 6)
4. Support the production of the Diamond Digest as a means to effectively communicate with parents regarding school and community events.	District Administration, Principal, Support Staff, Community Members	August 2017-May 2018	LCAP	

Please duplicate this form as necessary for additional goals, activities, or strategies the school may have.

**Form B: Centralized Services for Planned Improvements in Student Performance**

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: All

<b>Actions to be Taken to Reach This Goal<sup>1</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</b>	<b>Start Date<sup>2</sup></b> <b>Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Indirect Costs to Alpine County for Program implementation	August 2017-May 2018	Increased Classified Time to provide oversight of proper use of funds	\$3,430	Title I
NCLB Training for Teachers; Determine appropriate professional development either by own staff or outside consultant or firm. Use existing staff contract time, hire substitutes, or use staff development days or a combination of these.	August 2017-May 2018	Increase quality of teaching staff to meet Highly Qualified criteria per NCLB	\$4,000	Title I

<sup>1</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, developing positive school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

**Form C: Programs Included in this Plan**

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

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

<b>State Programs</b>	<b>Allocation</b>
<input type="checkbox"/> <b>California School Age Families Education</b> Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> <b>Peer Assistance and Review</b> Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> <b>School Safety and Violence Prevention Act</b> Purpose: Increase school safety	\$
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> <b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$



<b>Federal Programs</b>		<b>Allocation</b>
X	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 47,430
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	
X	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	4,000
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$ 47,430
Total amount of state and federal categorical funds allocated to this school		\$ 47,430

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

**Form D: School Site Council Membership**

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>3</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Scott Smith	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annie Atkinson	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathy Curry	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eleanor Moore	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carol Lawlor	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Amber Bill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Amy Broadhurst	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Jennifer Celio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Erin Dobyms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Nani Ellis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	

<sup>3</sup> EC Section 52852

**Form E: Recommendations and Assurances**

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
  - State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - English Learner Advisory Committee \_\_\_\_\_ Signature
  - Special Education Advisory Committee \_\_\_\_\_ Signature
  - Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
  - District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
  - Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
  - Other committees established by the school or district (list) \_\_\_\_\_ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 2, 2016.

Attested:

**Scott Smith, Ph.D.** \_\_\_\_\_

Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

**Amber Bill** \_\_\_\_\_

Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## Form G: Single Plan for Student Achievement Annual Evaluation

### Evaluation Introduction

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

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

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

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

### Evaluation of 2016-17 SPSA

With respect to the strategies created in the 2016-17 plan, the site council has made the following observations and evaluations.

The California Schools Dashboard utilized a variety of sources of information including academic indicators in the areas of mathematics and English Language Arts (ELA) and suspension rates. The 2016-17 California Schools Dashboard assesses Diamond Valley Elementary School students' performance in the areas of suspension: Blue (Highest), ELA: Blue (Highest), and Mathematics: Green (Second Highest). All student subgroups made progress in the area of English Language Arts. However, within the academic indicator of mathematics, some student subgroups did not maintain previously identified growth. Additional resources have been placed within the areas of instructional aide support both in the classroom and in the Expanded Learning Program after school.

In addition, Diamond Valley Elementary School has a three year average daily attendance of 95.65%. This year, Diamond Valley Elementary School has experienced an average daily attendance of 95.93%. This represents a 0.28% increase this year over the three year average. In addition to increased implementation of the Alpine County Unified School District Attendance Policy, it is believed that the expansion of the Visual and Performing Arts program has helped some students feel connected to Diamond Valley Elementary School.

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