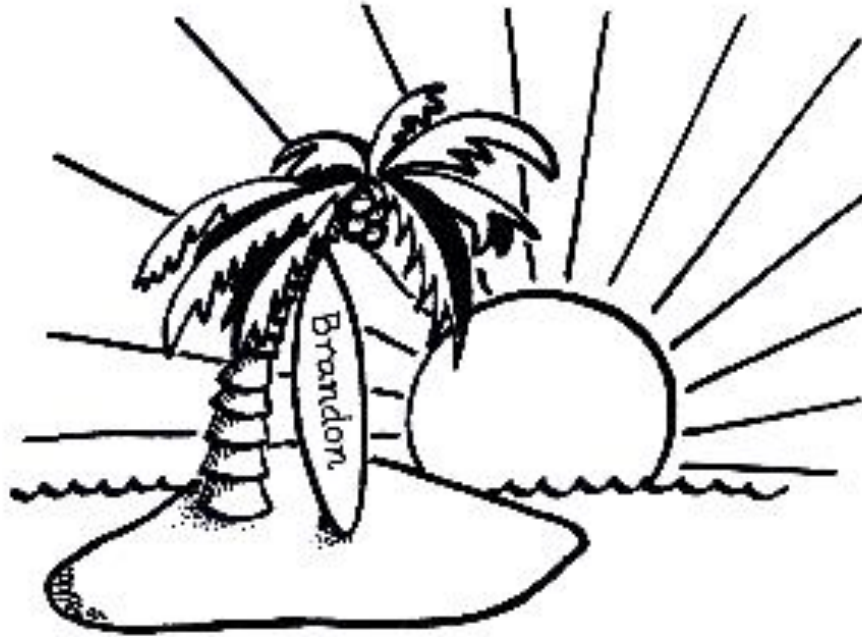


# Single Plan for Student Achievement



Brandon Elementary School  
2018-19

A Resource for the School Site Council

# Part II: The Single Plan for Student Achievement

School: Brandon School

District: Goleta Union School District

County-District School (CDS) Code: 42-69195-6067110

Principal: Ryan Sparre

Date of this revision: October 6, 2018

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:	Ryan Sparre
Position:	Principal
Telephone Number:	805-571-3774
Address:	195 Brandon Drive
E-mail Address:	<a href="mailto:rsparre@goleta.k12.ca.us">rsparre@goleta.k12.ca.us</a>

The District Governing Board approved this revision of the SPSA on 11/7/18



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## Form A: Planned Improvements in Student Performance

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

**LEA GOAL:** *LCAP Goal 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.*

**SCHOOL GOAL 1:** *100% of our student cohorts will increase reading proficiency as measured by Renaissance STAR Reading Program (RenSTAR), and Smarter Balanced Assessment Consortium (SBAC) Tests.*

### What data did you use to form this goal?

*This goal was created after careful analysis of school achievement data.*

*SBAC / RenStar 360*

*SBAC ELA Scores – Overall*

All Students	SBAC ELA = % of Students Exceeding & Meeting Standard			
		Brandon	SB County	CA Statewide
	2016	53	48	49
	2017	53.4	44.2	48.5
	2018	59.5	45.9	49.8
	% Growth	6.5	-2.1	0.8

### How will the school evaluate the progress of this goal?

*This goal will be evaluated in the following ways: using RenStar 360 Scaled scores, RenStar 360 Student Growth Percentile (SGP), and SBAC ELA scores.*

### Where can a budget plan of the proposed expenditures for this goal be found?

*The school budget and school site budget documents.*

### What were the findings from the analysis of this data?

*The findings indicated that students (3-6) continue to make positive progress in the area of ELA overall and compared to SB County and Statewide. Continued focus and emphasis is appropriate.*

English Learners	SBAC ELA = % of Students Exceeding & Meeting Standard			
		Brandon	SB County	CA Statewide
	2016	15	10	13
	2017	20	9.71	12.1
	2018	33.3	9.41	12.6
% Growth	18.3	-0.59	-0.4	

Economically Disadvantaged	SBAC ELA = % of Students Exceeding & Meeting Standard			
		Brandon	SB County	CA Statewide
	2016	32	32	35
	2017	35.2	32.4	35.5
	2018	49	35.1	37.7
% Growth	17	3.1	2.7	

**What were the findings from the analysis of this data?**

*The findings indicated that English Learner and SED groups (3-6) continue to make positive progress in the area of ELA and compared to SB County and Statewide. Even though comparative growth is significant, there is still a gap between overall growth rates and sub-group growth rates. Continued focus and emphasis is appropriate.*

**RenSTAR ELA Scores – Overall**

All Students (237)	Reading - RenStar (Aug.'17-Sept.'18)				
	Avg SS		SS Growth	PR	IRL
	x	Growth +	171	13	1.4
Grade 3 (74)	380	Growth +	193	17	x
Grade 4 (50)	517	Growth +	206	24	1.6
Grade 5 (52)	583	Growth +	158	10	1.3
Grade 6 (59)	718	Growth +	193	12	1.4
English Learners (62)	Reading - RenStar (Aug.'17-Sept.'18)				
	Avg SS		SS	PR	IRL
	x	Growth +	163	12	1.3
Grade 3 (17)	298	Growth +	135	6	x
Grade 4 (13)	466	Growth +	181	18	1.5
Grade 5 (17)	615	Growth +	209	22	1.7
Grade 6 (15)	626	Growth +	199	13	1.2
Socio Economically Disadvantaged (77)	Reading - RenStar (Aug.'17-Sept.'18)				
	Avg SS		SS	PR	IRL
	x	Growth +	149	10	1.3
Grade 3 (18)	305	Growth +	122	2	x
Grade 4 (20)	425	Growth +	168	15	1.6
Grade 5 (21)	537	Growth +	185	16	1.5
Grade 6 (18)	620	Growth +	179	10	1.1

RenStar Comparison Measure  
Aug. '17 – Aug'18

*Scaled Score*  
*SS = Scaled Score*  
*PR = Percentile Rank*  
*IRL – Independent Reading Level*

**What were the findings from the analysis of this data?**

*The findings indicated that students (2-6) continue to make positive progress in the area of ELA overall. The adjacent table shows growth in each selected area.*

**What were the findings from the analysis of this data?**

*The findings indicated that English Learner and SED groups (2-6) continue to make positive progress in the area of ELA. With the exception of 5<sup>th</sup> grades, there is still a gap between overall growth rates and sub-group growth rates. Continued focus and emphasis is appropriate.*

**STRATEGY:** During 2018-19, Brandon School will continue to implement our MTSS (Multi-Tiered System of Supports) to support students with superior core instruction as well as support additional needs identified for achieving grade level standards in English Language Arts. Much of this work will be done through the development of the school wide PLC process as identified below.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Revisit and refine knowledge based around implementation of, and best practices using the Wonders Reading program.</p>	<p>Principal &amp; Classroom Teachers</p>	<p>Fall 2018; on-going On-going during grade level collaboration time</p>	<p>None</p>
<p>Look at STAR 360, SBAC, Wonders assessments for baseline information, during school-wide data team meetings.</p>	<p>Principal &amp; Classroom Teachers</p>	<p>Fall, 2018 – on-going on a quarterly basis</p>	
<p><u>PLC Process**</u> Collaborative discussions regarding Tier II intervention</p>	<p>Principal &amp; Classroom Teachers</p>	<p>Fall, 2018 – on-going on a weekly basis</p>	
<p>Identify assessment tools that measure benchmark ELA progress by grade level</p>	<p>Principal &amp; Classroom Teachers</p>	<p>Fall 2018 staff meeting On-going during grade level collaboration time</p>	
<p>Continue scheduled target time (daily) for both Tier 1 and Tier 2 instruction providing intervention and enrichment.</p>	<p>Principal &amp; Classroom Teachers, LC teacher, 6-7 Certificated Tutors,</p>	<p>Fall 2018 Collaboration meeting on-going to May 2019</p>	<p><u>Direct CT Support for Intervention</u> \$24,565; Title I \$5,346; Title III \$22,204; LCAP</p>
<p>Revisit and refine knowledge based around best practices: SMART Goals</p>	<p>Principal &amp; Classroom Teachers</p>	<p>Winter 2018 staff meeting On-going during grade level collaboration time</p>	
<p>PLC Summit Training</p>	<p>Principal &amp; 8 Classroom Teachers</p>	<p>February, 2019</p>	<p><u>Conference</u> \$5,000; LCAP</p>

**LEA GOAL:** LCAP Goal 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between subgroups.

**SCHOOL GOAL 2:** Math: 100% of Brandon students will show growth as measured by Renaissance STAR Math Program (STAR 360), and SBAC state testing when compared to last year's data.

**What data did you use to form this goal?**

*This goal was created after careful analysis of school achievement data.*

SBAC Math  
RenStar 360 Math

SBAC Math

SBAC Growth Comparison (Students Exceeding/Meeting Stds) - School, County, State				
All Students	SBAC Math = % of Students Exceeding & Meeting Standard			
		Brandon	SB County	CA Statewide
	2016	46	33	37
	2017	52.3	33.6	37.5
	2018	57.4	34.5	38.7
	% Growth	11.4	1.5	1.7
English Learners	SBAC Math = % of Students Exceeding & Meeting Standard			
		Brandon	SB County	CA Statewide
	2016	18	8	12
	2017	17.4	9.6	12.3
	2018	30.2	8.7	12.6
	% Growth	12.2	0.7	0.6

**How will the school evaluate the progress of this goal?**

*This goal will be evaluated in the following ways: using RenStar 360 Scaled scores, RenStar 360 Student Growth Percentile (SGP), and SBAC Math scores.*

**Where can a budget plan of the proposed expenditures for this goal be found?**

*School Site Council documents  
Budget documents*

*Teachers will also continue to use resources like Factwise to support fact fluency on a consistent basis, especially in grades K-3.*

**What were the findings from the analysis of this data?**

*The findings indicated that students (3-6) continue to make positive progress in the area of Math overall and compared to SB County and Statewide. Continued focus and emphasis is appropriate.*

**What were the findings from the analysis of this data?**

*The findings indicated that English Learner and SED groups (3-6) continue to make positive progress in the area of Math and compared to SB County and*



Economically Disadvantaged	SBAC Math = % of Students Exceeding & Meeting Standard			
		Brandon	SB County	CA Statewide
	2016	23	21	23
	2017	30.4	22.2	24.6
	2018	43.4	23.8	26.2
% Growth	20.4	2.8	3.2	

Statewide. Even though comparative growth is significant, there is still a gap between overall growth rates and sub-group growth rates. Continued focus and emphasis is appropriate.

**RenStar 360 Math**

All Students (235)	Math - RenStar (Aug.'17-Sept.'18)			
	Avg SS		SS	PR
	x	Growth +	99	10
Grade 3 (74)	504	Growth +	122	16
Grade 4 (50)	591	Growth +	113	13
Grade 5 (52)	676	Growth +	117	19
Grade 6 (58)	731	Growth +	61	-1
English Learners (62)	Math - RenStar (Aug.'17-Sept.'18)			
	Avg SS		SS	PR
	x	Growth +	102	10
Grade 3 (17)	473	Growth +	96	5
Grade 4 (13)	584	Growth +	113	13
Grade 5 (17)	676	Growth +	134	21
Grade 6 (15)	710	Growth +	73	1
Socio Economically Disadvantaged (76)	Math - RenStar (Aug.'17-Sept.'18)			

RenStar Comparison Measure  
Aug. '17 – Aug'18

SS = Scaled Score  
PR = Percentile Rank

**What were the findings from the analysis of this data?**

The findings indicated that students (2-6) continue to make positive progress in the area of Math overall. The adjacent table shows growth in each selected area.

**What were the findings from the analysis of this data?**

The findings indicated that English Learner and SED groups (2-6) continue to make positive progress in the area of Math.

	Avg SS		SS	PR
	x	Growth +	99	9
Grade 3 (18)	464	Growth +	87	2
Grade 4 (20)	540	Growth +	105	9
Grade 5 (21)	652	Growth +	125	20
Grade 6 (18)	702	Growth +	84	6

*With the exception of 5<sup>th</sup> grades, there is still a gap between overall growth rates and sub-group growth rates. Continued focus and emphasis is appropriate.*

**Strategy:** During 2018-19, Brandon School will continue to implement our MTSS (Multi-Tiered System of Supports) to support students with superior core instruction as well as support additional needs identified for achieving grade level standards in Mathematics. Much of this work will be done through the development of the school wide PLC process as identified below.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<i>Revisit and Refine knowledge based around implementation of, and best practices using the Bridges Math program.</i>	<i>Principal &amp; Classroom Teachers</i>	<i>Fall 2018; on-going On-going during grade level collaboration time</i>	None
<i>Look at STAR 360, SBAC, Bridges/CPM assessments for baseline information, during school-wide collaborative team meetings.</i>	<i>Principal &amp; Classroom Teachers</i>	<i>Fall, 2018 – on-going on a quarterly basis</i>	
<i><u>PLC Process**</u> Collaborative discussions regarding Tier II intervention</i>	<i>Principal &amp; Classroom Teachers</i>	<i>Fall, 2018 – on-going on a weekly basis</i>	
<i>Identify assessment tools that measure benchmark Math progress by grade level</i>	<i>Principal &amp; Classroom Teachers</i>	<i>Fall 2018 staff meeting On-going during grade level collaboration time</i>	
<i>Continue scheduled target time (daily) for both Tier 1 and Tier 2 instruction providing intervention and enrichment.</i>	<i>Principal &amp; Classroom Teachers, LC teacher, 6-7 Certificated Tutors</i>	<i>Fall 2018 Collaboration meeting on-going to May 2019</i>	<u>Direct CT Support for Intervention</u> \$30,023; Title I \$6,534; Title III \$22,138; LCAP
<i>Revisit and Refine knowledge based around best practices: SMART Goals</i>	<i>Principal &amp; Classroom Teachers</i>	<i>Fall 2018 staff meeting On-going during grade level collaboration time</i>	

**LEA GOAL:** LCAP Goal 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between subgroups.

**SCHOOL GOAL 3:** English Learners: All teachers will provide access to higher level, critical thinking around the core curriculum for their students with diverse language needs by integrating English Language instruction through planning and implementing instruction with language targets embedded into the core curriculum throughout the school day.

**What data did you use to form this goal?**

*This goal was created after careful analysis of school achievement data.*

*ELPAC, SBAC ELA & Math, RenStar 360 ELA & Math*

SBAC - Growth of Students Exceeding & Meeting Standards

English Learners				
ELA = % of Students Exceeding & Meeting Standard				
	Brandon	SB County	CA Statewide	
2016	15	10	13	
2017	20	9.71	12.1	
2018	33.3	9.41	12.6	
% Growth	18.3	-0.59	-0.4	

English Learners				
Math = % of Students Exceeding & Meeting Standard				
	Brandon	SB County	CA Statewide	
2016	18	8	12	
2017	17.4	9.6	12.3	
2018	30.2	8.7	12.6	
% Growth	12.2	0.7	0.6	

**How will the school evaluate the progress of this goal?**

*This goal will be evaluated in the following ways: using STAR 360 Scaled scores, Star 360 Student Growth Percentile (SGP), SBAC ELA scores, and ELPAC summative scores.*

**Where can a budget plan of the proposed expenditures for this goal be found?**

*School Site Council documents  
Budget documents*

**What were the findings from the analysis of this data?**

*The findings indicated that the English Learner group (3-6) continues to make positive progress in the area of ELA & Math and compared to SB County and Statewide. Even though comparative growth is significant, there is still a gap between school overall growth rates and sub-group growth rates. Continued focus and emphasis is appropriate.*

**RenStar 360 ELA & Math**

Reading - RenStar (Aug.'17-Sept'18)					
English Learners (62)	Avg SS		SS	PR	IRL
	x	Growth +	163	12	1.3
Grade 3 (17)	298	Growth +	135	6	x
Grade 4 (13)	466	Growth +	181	18	1.5
Grade 5 (17)	615	Growth +	209	22	1.7
Grade 6 (15)	626	Growth +	199	13	1.2

Math - RenStar (Aug.'17-Sept.'18)				
English Learners (62)	Avg SS		SS	PR
	x	Growth +	102	10
Grade 3 (17)	473	Growth +	96	5
Grade 4 (13)	584	Growth +	113	13
Grade 5 (17)	676	Growth +	134	21
Grade 6 (15)	710	Growth +	73	1

RenStar Comparison Measure  
Aug. '17 – Aug'18

*Scaled Score*

*PR = Percentile Rank*

*IRL – Independent Reading Level*

**What were the findings from the analysis of this data?**

*The findings indicated that the English Learner group (2-6) continues to make positive progress in the area of ELA. With the exception of 5<sup>th</sup> grades, there is still a gap between overall growth rates and sub-group growth rates. Continued focus and emphasis is appropriate.*

**Strategy:** During 2018-19, English Learners at Brandon School will participate in a school-wide 30 minute, daily designated English Language Development period, taught at their language level with lower than average teacher to student class size utilizing Wonders designated ELD curriculum. Much of this work will be done through the development of the school wide PLC process as identified below.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p><i>Revisit and Refine knowledge based around implementation of, and best practices using the Wonders designated ELD materials.</i></p> <p><i>Look at ELPAC, STAR 360, SBAC, Bridges/CPM assessments for baseline information, during school-wide data team meetings.</i></p> <p><i><u>PLC Process**</u> Collaborative discussions regarding English language development</i></p> <p><i>Develop a progress-monitoring schedule that follows a 6-8 week cycle using monthly data reports. Data such as STAR 360, unit tests, in class common formative assessment, Lexia, (site-based data) can be used for progress monitoring on a 6-8 week cycle using.</i></p> <p><i>Continue scheduled target time (daily) for both Tier 1 and Tier 2 instruction providing intervention and enrichment.</i></p>	<p><i>Principal &amp; Classroom Teachers</i></p> <p><i>Principal &amp; Classroom Teachers</i></p> <p><i>Principal &amp; Classroom Teachers</i></p> <p><i>Principal &amp; Classroom Teachers</i></p> <p><i>Principal &amp; Classroom Teachers, LC teacher, 6-7 Certificated Tutors</i></p>	<p><i>Fall 2018 staff meeting On-going during grade level collaboration time</i></p> <p><i>Fall, 2018 – on-going on a quarterly basis</i></p> <p><i>Fall, 2018 – on-going on a weekly basis</i></p> <p><i>Fall 2018 staff meeting On-going during grade level collaboration time</i></p> <p><i>Fall 2018 Collaboration meeting on-going to May 2019</i></p>	<p>None</p>

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

<b>State Programs</b>	<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$49,342	<input type="checkbox"/>
<input type="checkbox"/> <b>LCFF – Concentration Grant</b> Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA’s enrollment	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school	\$0	<input type="checkbox"/>
<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	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$0	<input type="checkbox"/>

<input type="checkbox"/> <b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$0	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school	\$49,342	
<b>Federal Programs</b>	<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input checked="" type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$54,588	<input type="checkbox"/>
<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).	\$	<input type="checkbox"/>
<input type="checkbox"/> <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)	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$0	<input type="checkbox"/>
<input checked="" 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	\$11,800	Title III funds may not be consolidated as part of a SWP <sup>1</sup>
<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	\$0	<input type="checkbox"/>

<sup>1</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.



<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	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Other federal funds:</b> Title III (Immigrant)	\$329	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$66,717	
Total amount of state and federal categorical funds allocated to this school		\$116,059	

**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>2</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
Ryan Sparre	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Megan Frederick	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christie Paloczi	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leslie Hetrick	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alton Green	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Karen Gibson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Becca Wrench	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Jose Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Open	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Blanca Vargas	<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"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	0

<sup>2</sup> EC Section 52852

**Form E: Recommendations and Assurances**

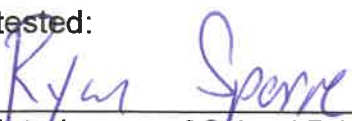
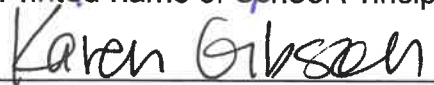
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

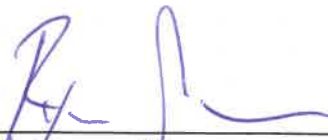

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student 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**):


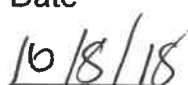
- State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- English Learner Advisory Committee \_\_\_\_\_ Signature
- Special Education Advisory Committee \_\_\_\_\_ Signature
- Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
- District/School Liaison Team for schools 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: October 8, 2018.

Attested:

  
\_\_\_\_\_  
Printed name of School Principal  
  
\_\_\_\_\_  
Printed name of SSC Chairperson

  
\_\_\_\_\_  
Signature of School Principal  
  
\_\_\_\_\_  
Signature of SSC Chairperson

  
\_\_\_\_\_  
Date  
  
\_\_\_\_\_  
Date

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

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.

**Plan Priorities**

*In the past year, there were two main priorities of the SPSA. The first priority was to develop a system and structure that would ensure that each student was able to receive Tier II instruction when needed, with intervention that was based on essential learning and supported with timely data. The second priority was to ensure all students were progressing in mathematics as demonstrated on formative and summative assessment.*

*The majority of our budgets- local, state, and federal, were dedicated to the supports necessary to implement our action and tasks associated with the plan. Our major expenditures included staffing.*

**Plan Implementation**

- Certificated tutor support for targeted intervention is in place. Brandon has 5-6 certificated tutors 4 days a week to support each grade level’s 30 minutes of Language & ELD instruction as well as another 30 minutes of intervention. We have also added an additional certificated tutor to provide early kindergarten support.

### **Strategies and Activities**

- *Teachers engaged in Collaborative team discussions regarding Tier II intervention on a quarterly basis.*
- *Teachers created SMART Goals, analyzed data and then wrote summary reflections on goals on regularly scheduled cycles.*
- *Teachers worked at grade level to identify and/or create assessment tools that measure progress towards established benchmarks.*
- In the areas of math and ELA, the use of certificated tutor support provided students opportunities to work in small, differentiated groups.
- Providing opportunities for teachers to collaborate regularly on site during weekly release time, full Collaborative team mtgs., and staff meetings, as well as attending professional development to inform practice also proved to be an effective strategy.
- *While reading at an instructional level was heavily emphasized school-wide, the work around Identify reading behaviors and habits that are an indicator of reading success, such as independent reading stamina, fluency, accuracy, and navigating good fit books was not completed on a school-wide basis.*
- Based on the analysis of this practice, we recommend continuing our goals in ELA and Math with the addition of more closely monitoring student growth within the English Learner sub-group.

### **Involvement/Governance**

Plan was reviewed, discussed and approved at a Site Council meeting in October 2017.

The GUSD Board of Trustees approved the Plan.

## Outcomes

Goals for 2017-18

### Previous Goal #1 –

*By May 2018, 100% of site teachers and administrators will implement data driven, timely, goal specific and targeted Tier II intervention that supports increased teacher effectiveness and consequently, student learning in the area of ELA.*

### Summary -

This goal was met. As a site, a system was developed to provide data driven, timely, goal specific and targeted Tier II intervention. Throughout the year, teachers refined this practice and increased their knowledge about how to identify, measure, and implement Tier II intervention. During this targeted intervention time, a credentialed teacher provided students meeting identified benchmarks on measured essential learning enrichment and/or extension instruction. This was highly effective learning time for all students, measurable, and targeted.

### Previous Goal #2 –

*By May 2018, Brandon students will show overall growth as measured by RenStar 360, GUSD Math Benchmark assessments, and/or SBAC summative scores in the area of math.*

### Summary –

This goal was met, as measured by RenStar360 or SBAC, but definitely deserves more focus. Overall groups made outstanding progress, and all individuals made progress when looking at RenStar Scaled Scores. However, each grade level had a number of students that did not hit targets of the 40<sup>th</sup> percentile for SGP (student growth percentiles) –

	# of students missing 40 <sup>th</sup> percentile rank - SGP	# of students overall in grade level	% of students not meeting 40 <sup>th</sup> percentile of SGP at grade
6 <sup>th</sup> gr	13	52	25%
5 <sup>th</sup> gr	8	52	15%
4 <sup>th</sup> gr	13	50	26%
3 <sup>rd</sup> gr	31	74	41%