

The Single Plan for Student Achievement

School: Wilson Elementary School
CDS Code: 04-75507-6003172
District: Gridley Unified School District
Principal: Tracey Allen
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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

Table of Contents

School Vision and Mission	3
School Profile.....	4
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program	6
Description of Barriers and Related School Goals	10
School and Student Performance Data	11
CAASPP Results (All Students)	11
CELDT (Annual Assessment) Results.....	15
CELDT (All Assessment) Results.....	16
Title III Accountability (School Data)	17
Title III Accountability (District Data).....	18
Planned Improvements in Student Performance	19
School Goal #1.....	19
School Goal #2.....	21
School Goal #3.....	23
School Goal #4.....	25
School Goal #5.....	27
Centralized Services for Planned Improvements in Student Performance	29
Centralized Service Goal #1.....	29
Centralized Service Goal #2.....	30
Centralized Service Goal #3.....	31
Centralized Service Goal #4.....	32
Centralized Service Goal #5.....	33
Summary of Expenditures in this Plan.....	34
Total Allocations and Expenditures by Funding Source	34
Total Expenditures by Object Type.....	35
Total Expenditures by Object Type and Funding Source.....	36
Total Expenditures by Goal	37
School Site Council Membership.....	38
Recommendations and Assurances.....	39

School Vision and Mission

Wilson Elementary School's Vision and Mission Statements

Gridley Unified School District Mission Statement

The Gridley Schools are dedicated to ensuring a quality education in a safe, nurturing environment that produces responsible, compassionate individuals by providing them a relevant curriculum enabling all students to become productive citizens strengthened by the small town quality of life.

Wilson Elementary School Guiding Principles

At Wilson Elementary School we believe:

- *that we need to offer encouragement and acknowledgement of strengths, successes, and accomplishments.
- *in creating a nurturing climate, caring and supporting each other as a family in a kind and compassionate way.
- *in order to do our best, we need to be honest, responsible and patient with others and ourselves.

Wilson Elementary School Vision

- *Wilson Elementary School teachers create a safe, nurturing environment that challenges students to rise to their highest potential.
- *We strive towards the common goal of academic success and social/emotional well-being of every student.
- *Our staff, with the support of our parents and community, ensures that ALL students succeed and become critical and global visionaries through engaging and relevant experiences.

District Goals and Action Plan: 2015-2018

- 1) All administrators and teachers participate in Professional Learning Communities District-Wide
- 2) Implement Common Core Curriculum
- 3) Provide consistent instructional program k-12
- 4) Technology is accessible to all students and teachers
- 5) All students, including English Language Learners, will become proficient in ELA and Math
- 6) All Students will graduate from high school prepared for college/career
- 7) Utilize school funding to support students achievement
- 8) Develop a long-term term facilities plan
- 9) Establish/implement a district-wide safe schools plan
- 10) Enhance/improve communication with all stakeholders

LCAP (Local Control and Accountability Plan)

Overarching Goal #1:

All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.

Overarching Goal #2:

All English Learners will move towards proficiency in English.

Overarching Goal #3:

All Students will graduate from high school ready for college or career.

Overarching Goal #4:

All Students will achieve proficiency in core subject areas (ELA, Math, Social Studies and Science).

School Profile

Wilson Elementary School is located in Gridley, California, at the heart of the Sacramento Valley. With a student enrollment of 577, the staff and students work diligently to emulate the same small-town feel as its home city. The second through fifth grade school has a staff of 24 classroom teachers, three intervention teachers, two special education teachers, 1.5 physical education teachers, and an instructional coach.

A systematic belief that student success is a product of quality instruction in conjunction with meeting emotional, social and health needs encompasses our core values. Our school is continuing to build upon relationships with parents, community, and local business leaders by providing ongoing communication and enrichment activities. Literacy Celebrations, Jog-a-Thon fundraiser, Grandparents' Day, monthly award ceremonies, Wilson Track Meet, field trips, and Gold Rush Days highlight the enrichment activities. Ongoing communication is available via our website, parent-teacher conferences, Student Success Team meetings, IEP meetings, Twitter accounts, Remind text messaging, electronic newsletters, and monthly calendars.

The design of our school supports high quality programs in a variety of ways including:

- Professional development room for staff training, meetings & grade level collaboration
- Every classroom is equipped with 1:1 Chromebooks
- Well-stocked classroom libraries
- Storage Areas for PE and recess equipment
- A playground area which includes areas of grass field, two play structures, and asphalt surfaces
- Teacher Computer Workstations, projectors, and document cameras in each classroom
- * Library equipped with books, 3D printer & iPads

Demographics:

Wilson Elementary School serves a student population of 577 students. The students represent the following populations by ethnicity: 54% Hispanic/Latino, 39% White, 3% Asian, and 4% other. Wilson Elementary School is also a Title 1 school as 72% of our students are on free/reduced lunch.

Partnerships:

Wilson School has a supportive and collaborative relationship with the Gridley community and is continually seeking opportunities to strengthen these relationships. A few highlights include: GESPTA (Gridley Elementary Schools Parent Teacher Association), School Site Council, The Gridley Fire Department, ELAC (English Learners Advisory Committee), Northern Valley Catholic Social Services, BCOE (Butte County Office of Education) Migrant Education Services, Girls on the Run, Victor Community Support Services, GHS FFA, GHS Leadership Team, and GHS Tutors.

School Programs:

The Wilson School community recognizes the relationship between a positive self-concept, personal responsibility, strong peer relationships, and academic success. In order to further develop these relationships, Wilson Elementary School has implemented the following school-wide programs:

- *Student Council sponsored Spirit Days
- *Monthly award ceremonies
- *Weekly recognition for students who demonstrate positive character traits
- *"Bucket Filling" slips for exemplary behavior

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In order to accurately gauge the school climate with staff members, the principal of Wilson Elementary School conducted a school climate survey.

I am most proud of my school because...

- We want to do our best
- It has been focused on students' success-in/outside of school
- Our teachers work hard (x3)
- We have a committed staff that want to serve the students (x3)
- We've been able to work well with difficult kids and parents
- They take the time to offer support/advice when needed
- We are a family and truly have best at heart for kids
- We have great students and families
- Of our generous teachers (helpful and supportive)
- We have excellent teachers who care about children on a personal level
- We have well trained people that help students achieve academically at a pretty successful rate
- We achieve despite socio-economic issues. No excuses
- Of our continual academic improvement
- Everyone is here to do what is best for children (x2)
- The kids come first
- The students are very honest and hard-working

Areas to improve upon at Wilson Elementary:

- Vertical collaboration
- CCSS implementation (x5)
- Discipline (x5)
- Phone and other classroom interruptions (x3)
- School safety (x5)
- Communication
- Activities to excite kids/assemblies (x2)
- SARB
- Positive yard duties/aides

The data collected from the climate survey, GUSD's Board Goals, and LCAP Goals shaped our school goals for the upcoming year. Another survey will be conducted at the end of the school year and will contribute to our school goals for the following year.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers and support staff are regularly observed by the principal, instructional coach, and other district administration and feedback regarding the observation is immediately provided via email, note, post observation conference, etc. In addition, the principal regularly monitors Common Core implementation, execution of high leverage strategies, and technology integration by means of walk-through observations, discussions, formal observations, and student work samples. The data collected during these walk-through observations is collected, analyzed, and regularly shared with the staff.

Teachers are also required to have a formal evaluation by the principal every other year unless they have been placed on a five year evaluation plan. This evaluation process includes a goal setting meeting in which goals are agreed upon by the teacher and principal and are aligned to the California Teaching Standards, two formal observations, post observation meetings, and summary conference.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Wilson Elementary School reviews and analyzes student data including CELDT, AIMSWEB, iReady and site-based benchmark assessments to drive instructional practices and plan for instruction. Grade level teams have created Common Core standards-based assessments in math and writing and are administered commonly at all grade levels. In addition, all students at Wilson Elementary School are screened at the beginning of the year in fluency and comprehension and progress is monitored three times per year using Aimsweb and iReady data. All benchmark assessment data is loaded into illuminate and diagnostic assessment data is loaded into AIMSWEB, our two electronic data management systems. Teachers and the Response to Intervention (RtI) Team meet throughout the year to review student progress and develop instructional plans and student groupings based upon current data from assessments.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Wilson Elementary School monitors student progress by reviewing and analyzing common formative and summative assessments and modifies instruction accordingly.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All general education teachers and special education teachers are "highly qualified" based upon federal guidelines.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All general education teachers and special education teachers are fully credentialed.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

As outlined in the Gridley Unified School District Common Core Implementation Plan, GUSD Board Goals, and LCAP Goals, staff development opportunities at Wilson Elementary will focus on Common Core implementation, technology integration, English Language Development Strategies, Response to Intervention, and Professional Learning Communities. Therefore, our teachers received professional development that focused on Benchmark Advanced ELA Curriculum and iReady. In addition, Wilson Elementary School has early release days every Wednesday afternoon in which teachers are engaged in professional development opportunities that focus on Common Core implementation, high leverage teaching strategies, RtI, and technology implementation. In addition, data analysis, grade level collaboration, and cross-grade level collaboration are scheduled during this time.

Professional development opportunities are also available to our instructional aides with an emphasis on Common Core high leverage strategies.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

In order to accommodate the implementation of Common Core and the integration of technology, additional teacher release days are scheduled throughout the school year, district after school workshops are offered, and teacher leaders have been sent to conferences with technology, RtI, and English Language Development as the focus. These teacher leaders have shared their new learning with our staff via our early release Wednesdays and after school workshops. To further support teacher implementation of Common Core and technology integration, our instructional coach and principal provide in-class coaching, demonstration lessons, and feedback following observations. Teachers, novice and veteran, are also given the opportunity to observe other teachers within our school and other districts and BTSA support is provided to our newer teachers and meetings regularly occur between the BTSA support provider, BTSA teacher, and principal. In order to meet our teachers' diverse technology needs, we have also implemented professional development opportunities known as Cuefest. This professional development is designed to meet teachers' varying technology needs as they choose training sessions based on their learning needs.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration by grade level is scheduled twice per month during early release Wednesday afternoons and teacher release days are scheduled throughout the school year. This time gives grade level teams the opportunity to dig deeper into grade level Common Core standards, create common assessments, plan for instruction, analyze data, and receive professional development specific to their grade level's need. In order to maximize collaboration time, collaboration norms have been established by grade level teams in alignment with the PLC model. In addition, Tech Buddies have been established in which a novice tech user is paired up with a tech expert. This has added an additional level of support for all teachers with our 1:1 implementation.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Wilson Elementary School uses California State adopted curriculum and are implementing California Common Core State Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Wilson Elementary School adheres to the recommended instructional minutes for reading/language arts and mathematics. Grades 2 and 3 meet the recommendation 2.5 hours per day of ELA and 1 hour per day of math. Grades 4 and 5 also meets the recommendation of 2 hours per day of ELA and 1 hour per day of math.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing is being developed by grade level teams in order to adhere to implementation of California Common Core State Standards. Grade level teams, special education teachers, speech teacher, and intervention teachers have created a master schedule that reflects the academic needs of our students. Common times for instructional delivery of ELA and Math have been established by grade levels and Tier 2 and Tier 3 interventions are based upon diagnostic assessment data.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available to all students and supplemental materials are utilized to align instruction to California Common Core State Standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards-based instructional materials are available to all students including intervention materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The flexibility of the daily schedule and master schedule allows for ELA interventions to take place within the school day. Decoding, fluency, comprehension, and writing earmark the interventions that are available to students that are not meeting standards and instruction is provided by "highly qualified" intervention teachers.

The ELD (English Language Development) Program serves students that are Non-English Speakers or Limited-English Speakers by providing instruction based upon their English proficiency. Students are initially identified at enrollment through a Home Language Survey and identified students are administered the CELDT annually. Parents are notified of the results of the assessment and designated ELD program. Identified students are provided additional assistance in English Language Development through designated and integrated times targeting their overall proficiency level for beginning and early intermediate students and reading proficiency level for students with an overall CELDT score of intermediate, early advanced, or advanced.

Wilson Elementary School adheres to a Response to Intervention (RtI) pyramid model. Tier 1, or the base of the pyramid, is where the general education teacher provides structures, strategies, and scaffolds to his/her instruction which ensures all students access to the curriculum.

At tier 2, the middle of the pyramid, support is offered to qualifying students based upon assessment data. Supplemental Reading instruction is provided through LCAP and Title 1 funds. Two intervention teachers offer targeted reading intervention during the school day and progress is monitored weekly. In addition to our intervention teachers, our second and third grade teachers have common universal access designated during their afternoons. During this RAM, Reading and Achieving More, Time students are homogeneously grouped and receive additional ELA intervention or ELA enrichment time based upon academic need.

Our tier 3, the tip of the pyramid, provides support to students for whom an Individualized Education Plan (IEP) is written or have not made adequate progress in a tier 2 intervention. Thus, a need for a more intensive intervention. Goals are established through an IEP or SST action plan and progress is monitored closely.

Wilson Elementary School has also implemented after school math intervention classes for students in grades 2-5 that are performing below grade level standards. These intervention classes are taught by "highly qualified" teachers that regularly monitors students' progress and adjusts their need for intervention accordingly.

14. Research-based educational practices to raise student achievement

Teachers are provided staff development in instructional practices that align with current research, California Common Core State Standards, District Goals, and LCAP Goals. Examples of researchers whose practices are focused on during professional development opportunities include: Marzano, DuFour, Wiggins, Tomlinson, Pearson, Fisher, Frey, Levine, and Reeves.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Students at Wilson Elementary School receive coordinated resources to ensure that they acquire the knowledge, skills, and understanding of California Common Core State Standards. Additional services and supports may include tier 2 or tier 3 intervention, counseling, and/or tutoring.

Another resource that is available to assist under-achieving students at Wilson Elementary School is our Student Success Team (SST). The Student Success Team meets weekly and consists of: the classroom teacher, an additional general education teacher, intervention teachers, an administrator, and parent(s). Our school counselor, nurse, and/or school psychologist may attend if needed. Students are usually recommended to the Student Success Team because of difficulty associated with learning, behavior, and/or emotional needs. Data is collected, action plans are created, and students are closely monitored to determine if action plans are effective. If a student is not making progress with the created action plan, adjustments will be made by the Student Success Team and ongoing monitoring will take place. Once all interventions and supports have been exhausted, the Student Success Team may make the recommendation for a full battery of assessments by our IEP Team.

The Special Education Program at Wilson Elementary School utilizes the following information:

- * District Adopted Curriculum
- * Special Education Curriculum
- * 504 Plan Guidelines
- * Teacher Observations
- * Parent Input
- * Behavior Support Plan Guidelines

In addition, our school counselor holds parent information meetings throughout the year that range in topics from bullying to self-esteem. These meetings are offered in English and Spanish and are held during the school day and evenings.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Gridley Elementary School Parent Teacher Association (GESPTA) is actively involved in the Wilson Community. GESPTA serves as an additional source for feedback and input on student programs and provides funding for school activities and student materials.

Local Control and Accountability Plan (LCAP) Committee consists of administrators, teachers, parents, support staff, and community members and developed the LCAP goals and action plans.

Wilson Elementary School Site Council (SSC) consists of parity between school personnel and parent/community members. Our members include: principal, classified staff member, teachers, a community member, and parents.

English Learner Advisory Committee (ELAC) consists of our principal, teacher, and five parents of English Language Learners.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

In order to support the diverse academic needs of all of our students, we have funded two full time intervention teachers that provide explicit, targeted ELA instruction in the following areas: decoding, fluency, comprehension, and writing and math support. These students were selected based upon assessment data and progress is monitored weekly using AIMSWEB formative assessments. These groups are fluid which allow for students to exit the intervention once mastery has been made. All students will be administered fluency and comprehension benchmark assessments three times per year and students progress will be closely monitored. Our intervention teachers are funded out of LCAP, Title I, and Title II funds.

Instructional aides are also part of our Wilson Community and support our second grade, third grade, special education students, and our tier 2/tier 3 intervention students. Our instructional aides work with students in small groups and provide additional support to students in the area of ELA. Our instructional aides are funded out of Title I and Title III funds.

Instructional materials and staff development is provided for our English Language Development (ELD) teachers and funded out of Title III.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

As we continue to implement the California Common Core State Standards and the Next Generation Science Standards, the state process for the adoption of curricular materials will be behind our implementation of the new NGSS standards. This creates some definite barriers as our current state adopted science curriculum is aligned to outdated state standards. During this interim period, we will rely on supplemental instructional materials and teacher created formative assessments.

Another barrier we have related to our school goals is the availability of funding needed for standardizing 21st Century Technology in all classrooms. This includes ongoing maintenance and replacement of technology, ongoing technical support for new teacher workstations, student workstations, and ongoing professional development needed for teachers regarding integration of technology with classroom instruction.

A final barrier for implementing school goals is the general availability of funding needed to maintain the level of programs offered including: instructional aides, counseling services, instructional coach, support teachers, pull-out interventions for ELA, and the after school academy that focuses on math intervention. As we strive to prepare our students for college and career ready and continue to improve instructional practices through rigorous and relevant curriculum, adequate funding will be necessary.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	147	149	144	149	144	147	98.0	100
Grade 4	157	149	154	142	154	142	98.1	95.3
Grade 5	165	155	161	153	160	139	97.6	98.1
All Grades	469	453	459	444	458	428	97.9	97.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2419.5	2412.4	17	12	26	27	34	34	23	27
Grade 4	2469.3	2479.7	20	30	30	30	25	16	25	24
Grade 5	2480.6	2512.4	13	19	23	40	32	20	32	21
All Grades	N/A	N/A	17	20	26	32	30	24	27	24

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	18	12	54	45	28	44	
Grade 4	20	28	53	43	27	29	
Grade 5	13	23	48	54	39	23	
All Grades	17	21	52	47	31	32	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	15	16	55	57	29	27
Grade 4	21	32	57	48	22	20
Grade 5	23	29	46	47	32	24
All Grades	19	25	52	51	28	24

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	14	12	69	68	17	20
Grade 4	16	23	69	63	16	15
Grade 5	9	21	71	66	20	13
All Grades	13	18	70	66	17	16

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	24	20	53	61	23	19
Grade 4	25	32	58	51	18	18
Grade 5	23	33	55	55	22	12
All Grades	24	28	55	56	21	16

Conclusions based on this data:

1. Only 52% of our students in grades 3-5, met or exceeded the standards in ELA. Thus current curriculum needs further alignment to the Common Core State Standards.
2. 32% of our students scored below standard in reading. Curriculum is needed that is aligned to CCCSS in ELA.
3. 84% of our students scored above or at/near the research/inquiry standard. Thus, our implementation of questioning and analyzing text are working.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	147	149	145	148	145	148	98.6	99.3
Grade 4	157	148	154	142	154	142	98.1	95.9
Grade 5	165	155	162	151	161	151	98.2	96.8
All Grades	469	452	461	441	460	441	98.3	97.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2421.9	2424.0	12	11	32	36	31	28	25	26
Grade 4	2448.2	2477.8	7	18	16	30	51	34	26	18
Grade 5	2476.6	2495.4	8	11	17	20	36	41	38	28
All Grades	N/A	N/A	9	13	21	29	39	34	30	24

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	27	25	43	39	30	36	
Grade 4	10	30	33	38	57	32	
Grade 5	16	17	37	41	47	42	
All Grades	17	24	37	39	45	37	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	21	21	44	51	35	28
Grade 4	8	18	60	58	31	24
Grade 5	7	17	40	50	53	34
All Grades	12	19	48	53	40	29

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	17	24	65	64	18	12
Grade 4	11	25	53	54	36	21
Grade 5	7	10	53	61	40	29
All Grades	12	19	57	60	32	21

Conclusions based on this data:

1. 42% of our students exceeded or met the standards in math. Instructional gaps are present as students have not had access to Common Core Standards prior to last year.
2. Concepts and Procedures was the weakest sub strand for our school. The 8 mathematical practices are not being fully implemented across the grade levels.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
2	7	3	2	29	30	19	47	57	47	13	10	30	4		2
3				9	23	14	71	60	65	17	13	18	3	3	2
4	8		3	28	25	27	60	59	55		16	3	4		12
5	4		4	63	55	52	33	30	36		10	4		5	4
Total	5	1	2	30	31	25	53	55	53	9	12	16	3	1	5

Conclusions based on this data:

1. Our current instructional practices are addressing the academic needs of our beginning and early intermediate students in grades 2-5 as our numbers in both of these performance bands remain minimal. A closer analysis of these particular students show that the majority of these students are also special education students and have a current IEP in place.
2. The need for explicit English Language Development instruction is apparent as the majority of our English Language Learners overall CELDT scores remain at the intermediate level. The data shows that 53% of our students are scoring at this level.
3. Further analysis of the CELDT data shows that only 27% of our English Language Learners are scoring Advanced or Early Advanced on the CELDT due to lower scores in the sub areas of reading and writing. Thus, additional intervention and instruction is needed in this area for selected students.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
2	6	3	2	29	31	18	43	54	43	14	9	29	8	3	8
3				8	24	14	69	56	63	15	12	18	8	9	6
4	8		6	27	27	28	58	58	53		15	3	8		11
5	3	5	4	58	50	52	32	27	37		9	4	6	9	4
Total	4	2	2	29	31	24	50	51	50	9	11	16	8	5	7

Conclusions based on this data:

1. The above data shows that the majority of our new English Language Learners that took the initial CELDT, will need intensive support with English language acquisition as the majority of these students received an overall score of beginning.
2. A closer analysis shows that students that scored beginning on this initial assessment are also new to the United States and speak/understand little to no English or have a current IEP.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	132	143	154
Percent with Prior Year Data	100.0%	98.6%	93.5%
Number in Cohort	132	141	144
Number Met	62	66	53
Percent Met	47.0%	46.8%	36.8%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	109	33	118	30	131	31
Number Met	26	16	28	13	22	14
Percent Met	23.9%	48.5%	23.7%	43.3%	16.8%	45.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. The above data shows that we have not made our AMAO 1, AMAO 2, or AMAO 3 targets for the last three years.
2. Current instructional practices and instruction are not meeting the needs of our English Language Learners.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	299	293	291
Percent with Prior Year Data	100.0	99.3	95.2
Number in Cohort	299	291	277
Number Met	160	168	145
Percent Met	53.5	57.7	52.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	249	122	247	114	264	101
Number Met	41	58	41	55	36	51
Percent Met	16.5	47.5	16.6	48.2	13.6	50.5
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The above data shows that our district has not made our AMAO 1, AMAO 2, or AMAO 3 targets for the last two years.
2. Current instructional practices and instruction are not meeting the needs of our English Language Learners.

Planned Improvements in Student Performance

School Goal #1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Math
LCAP/LEA GOAL:
In alignment with Gridley Unified School District's Board Goal #1 and LCAP Goal #2, the Wilson staff will continue the transition to California Common Core State Standards (CCCSS) for Math by focusing on effective instructional strategies aligned to the CCCSS. All grade level teams will implement the use of common benchmark math assessments to assess student proficiency with the CCCSS.
SCHOOL GOAL #1:
Using the CCCSS aligned math benchmark assessments and Common Core aligned curriculum, the number of students scoring proficiency will increase by 15%.
Data Used to Form this Goal:
End of the year benchmark math assessments
Findings from the Analysis of this Data:
Based on data from previous benchmark math assessments, students have made progress in the area of computation, but a continued focus on mathematical reasoning and the standards for mathematical practice will continue to prepare our students for the Smarter Balanced assessments.
How the School will Evaluate the Progress of this Goal:
Grade level benchmark assessments will be used to determine growth in student proficiency with the California Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will review the CCCSS for math and the Standards for Mathematical practice.	Ongoing	principal, teachers	No funding required			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Using the illuminate CCSS item bank and/or Engage NY, grade level teams will create three benchmark assessments that are aligned to the CCCSS.	September-October November - January February-March	teachers, instructional coach	Teacher Release Days	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6097
Students in each grade level will be administered the three CCSS aligned math benchmark assessments	Trimester 1 Trimester 2 Trimester 3	teachers	No funding required			
Teachers will work in PLC teams to determine pacing of CCCSS and the integration of the Standards for Mathematical Practice	Ongoing	teachers, instructional coach	Teacher Release Days	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6000
Grade level teams will analyze assessment results and discuss instructional strategies	Trimester 1 Trimester 2 Trimester 3	teachers, instructional coach	No funding required			
Engage New York Modules, CCSS aligned curriculum, will be copied and organized for grade level teams	September	teachers, instructional coach		4000-4999: Books And Supplies	LCFF - Supplemental	500
Subscriptions to Frontrow will be purchased to support CCSS implementation and progress monitoring	January	principal, instructional coach		4000-4999: Books And Supplies	LCFF - Supplemental	2500

Planned Improvements in Student Performance

School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: ELA
LCAP/LEA GOAL:
In alignment with Gridley Unified School District's Board Goal #1 and LCAP Goal #2, the Wilson staff will continue the transition to California Common Core State Standards (CCSS) for ELA by focusing on effective instructional strategies aligned to the CCSS.
SCHOOL GOAL #2:
Using grade level appropriate informational text, grade level teams will utilize learned Close Reading Strategies by identifying and engaging students in one close reading activity during the 2nd and 3rd trimesters. Thus, the percent of students reaching proficiency with the close reading strategy will increase by 15% between trimester 2 and trimester 3.
Data Used to Form this Goal:
Close Reading Strategy is identified as a high leverage California Common Core Strategy according to Douglas Fisher, Nancy Frey, Achieve the Core, and the Smarter Balanced Assessment Consortium.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Grade level assessments will be used to determine growth in student proficiency levels.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All grade level teams will review the CCCSS for Reading Informational Text	October	teachers, instructional coach	No funding needed			
All teachers will receive training related to instructional strategies for teaching student to access and utilize informational text	ongoing	principal, teachers, instructional coach	No funding needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The curriculum committee will identify informational text writing samples for use during trimester 2 and trimester 3 that are aligned to grade level content	August	teachers, instructional coach	No funding needed			
Working in PLC teams, each grade level will design a close reading activity (& writing benchmark) to implement during trimester 2 and trimester 3. The colse reading activity will also include an assessment component.	November February	teachers, instructional coach, principal	No funding needed			
Close reading activities will be implemented and student data will be shared, analyzed, and collected by each grade level.	Trimester 2 Trimester 3	teachers, instructional coach, principal	No funding needed			
Grade level data will be collected as a baseline for future analysis	Trimester 1 Trimester 2 Trimester 3	teachers, instructional coach	No funding needed			

Planned Improvements in Student Performance

School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Student/Staff Safety
LCAP/LEA GOAL:
In alignment with Gridley Unified School District's Board Goal #4 and LCAP Goal #3, the Wilson staff will place priority on the ongoing safety and wellness of our students and staff.
SCHOOL GOAL #3:
All Wilson Staff will know and follow our site's new emergency and disaster preparedness plan, with a focus on student social, emotional safety and campus security as measured by accuracy with monthly drills and survey results.
Data Used to Form this Goal:
Comparison of current safety plan and documented procedures needed in a comprehensive school safety plan
Findings from the Analysis of this Data:
We do not have a school safety plan aligned to the ALICE Model
How the School will Evaluate the Progress of this Goal:
School site survey data will be used to evaluate our progress toward this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a copy of our school-wide emergency and disaster preparedness plan and updated evacuation map to all Wilson Staff members	Fall	principal, teachers	Copies of plan needed	4000-4999: Books And Supplies	LCFF - Supplemental	500
Provide training to all Wilson Staff members, including our after school program, regarding our safety procedures	ongoing	principal, teachers, after school coordinator, support staff, High School Principal	No funding needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Practice of earthquake, fire, and lock-down drill procedures with all students and staff. Debrief drills and revise as needed	Ongoing throughout the year	principal, teachers, support staff	No funding needed			
Review and revise school safety plan as needed	Ongoing	principal, teachers, support staff	No funding needed			

Planned Improvements in Student Performance

School Goal #4

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Intervention
LCAP/LEA GOAL:
In alignment with Gridley Unified School District's Board Goal #1 and LCAP Goal #2, by the end of 5th grade the number of students reading at grade level will increase by 15%
SCHOOL GOAL #4:
By the end of 5th grade the number of students reading at grade level will increase by 15% by placing students in an appropriate tier 2 or tier 3 intervention based upon current assessment data.
Data Used to Form this Goal:
End of the year benchmark data
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
All students will be assessed three times per year using AIMSWEB formative assessments. Data will be compared to national normed standards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Instructional aides for grades 2/3, special education, and tier 2 and tier 3 intervention classes are needed	August	principal	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	97,029
			3000-3999: Employee Benefits	LCFF - Supplemental	50,000
			2000-2999: Classified Personnel Salaries	Title I	59325

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Two "highly qualified" intervention teachers	August	principal	1000-1999: Certificated Personnel Salaries		LCFF - Supplemental	45,382
			1000-1999: Certificated Personnel Salaries		Title II Part A: Improving Teacher Quality	24868
			1000-1999: Certificated Personnel Salaries		Title I	55341
Purchase Barton intervention apps for iPads	September	principal	4000-4999: Books And Supplies		LCFF - Supplemental	400
Ongoing AIMSWEB data management system and training needed for intervention teachers & instructional aides	ongoing	principal, intervention teachers	4000-4999: Books And Supplies		LCFF - Supplemental	1500
			5800: Professional/Consulting Services And Operating Expenditures		LCFF - Supplemental	1000
Provide professional development to the instructional aides in the Barton intervention program and AIMSWEB assessment protocols	September-October	intervention teachers, instructional aides	No funding needed			
			None Specified		None Specified	
A bilingual instructional aide to support English Language Learners during small group instruction	August	principal	2000-2999: Classified Personnel Salaries		Title III	7370
Purchase supplemental materials and supplies to support English Language Learners	principal, ELD teachers	ongoing	4000-4999: Books And Supplies		Title III	2000

Planned Improvements in Student Performance

School Goal #5

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Technology
LCAP/LEA GOAL:
In alignment with Gridley Unified School District's Board Goal #1 and LCAP Goal #1, the Wilson staff will continue the transition to California Common Core State Standards and prepare students for the technological skills needed for the SBAC.
SCHOOL GOAL #5:
Utilizing student Chromebooks, document camera, projector, and lessons aligned to the CCCSS, students will increase their technological skills as gauged by classroom observations, utilization of COWs (Computers on Wheels), and technology student survey results.
Data Used to Form this Goal:
Teacher survey results and SBAC requirements as outlined on the Smarter Balanced Assessment Consortium Website.
Findings from the Analysis of this Data:
Additional COWs (Computers on Wheels) are needed to support the technology needs at each grade level. Technology support is needed at the site level as we increase the amount of technology on campus. Extensive professional development is needed in the area of technology to support implementation.
How the School will Evaluate the Progress of this Goal:
Results of the student technology survey and classroom observations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Chromebooks to support the implementation of 1:1 technology & CCCSS as students will need access and practice with technology as they prepare for the SBAC	Fall	Principal, Director of Technology		4000-4999: Books And Supplies	LCFF - Supplemental	30000
Provide demonstration lessons that integrate technology	on-going	Principal, Instructional Coach	No funding needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers in the area of technology implementation	on-going	Principal, CUE conference attendees, instructional coach, & Director of Curriculum and Instructional Technology	No funding needed			
Send teachers to the CUE (Computer Using Educators) conferences for additional training regarding technology implementation	October March June	Principal, Teachers, Director of Curriculum and Instructional Technology		5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	24000
				None Specified	None Specified	

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 this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	264,908.00
Title I	114,666.00
Title II Part A: Improving Teacher Quality	24,868.00
Title III	9,370.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	137,688.00
2000-2999: Classified Personnel Salaries	163,724.00
3000-3999: Employee Benefits	50,000.00
4000-4999: Books And Supplies	37,400.00
5800: Professional/Consulting Services And Operating	25,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	57,479.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	97,029.00
3000-3999: Employee Benefits	LCFF - Supplemental	50,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	35,400.00
5800: Professional/Consulting Services And	LCFF - Supplemental	25,000.00
1000-1999: Certificated Personnel Salaries	Title I	55,341.00
2000-2999: Classified Personnel Salaries	Title I	59,325.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	24,868.00
2000-2999: Classified Personnel Salaries	Title III	7,370.00
4000-4999: Books And Supplies	Title III	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,097.00
Goal 3	500.00
Goal 4	344,215.00
Goal 5	54,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Tracey Allen	X				
Roylene Mahic		X			
Carrie Heyrend			X		
Pam Wolf		X			
Lindsey Berkowitz		X			
Amber Dudley				X	
Joe Bush				X	
Maria Romo				X	
Augustine Villanueva				X	
Travis Boyan				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

Gridley Elementary Schools Parent Teacher Association (GESPTA)

LCAP Committee

Signature

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

Attested:

Tracey Allen

Typed Name of School Principal

Signature of School Principal

Date

Amber Dudley

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date