

SINGLE PLAN FOR STUDENT ACHIEVEMENT SAMPLE ANNUAL EVALUATION

Per EC Section 64001(g) the SSC must evaluate, at least annually, the effectiveness of planned activities in the SPSA. The findings from the evaluation should be used to inform the development of goals and improvement strategies for the coming year.

INVOLVEMENT
<ol style="list-style-type: none"> 1. How were the SSC, advisory committees, and staff members involved in the analysis of student achievement data? 2. What steps were taken during the year to actively engage parents in supporting their child's learning? How are improvements in this area measured?
GOVERNANCE AND ADMINISTRATION
<ol style="list-style-type: none"> 3. What steps were taken to actively involve parents in areas of decision-making in the school? How are improvements in this area measured? 4. How was the implementation of the Single Plan monitored throughout the year? 5. What modifications were made to the Single Plan during the year? 6. Where there any activities in the SPSA that did not get implemented? Why?
FUNDING
<ol style="list-style-type: none"> 7. How did the school determine what priority areas the budget would support?
STANDARDS, ASSESSMENT, AND ACCOUNTABILITY
<ol style="list-style-type: none"> 8. Did the school meet its expected schoolwide API growth target? 9. What subgroups met the API growth target? 10. What subgroups did not meet the API growth target? 11. Did the school meet the schoolwide AYP target for English language arts? For mathematics? 12. What subgroups met the schoolwide AYP target for English language arts? For mathematics? 13. What subgroups did not meet the schoolwide AYP target for English language arts? For mathematics? 14. Has the school been identified for Program Improvement (PI)? If so, in what year of PI is it? 15. What goals in the SPSA were successfully met? 16. What goals in the SPSA were not accomplished? 17. What on-going assessment data is used by teachers to measure student progress?
STAFFING AND PROFESSIONAL DEVELOPMENT
<ol style="list-style-type: none"> 18. What specific activities in the area of professional development contributed directly to successfully meeting the school's goals in English language arts & mathematics? 19. What specific activities in the area of professional development did not directly contribute to meeting the school's goals in English language arts & mathematics? 20. Do all low-achieving & at risk students receive instruction from highly trained/qualified teachers & other individuals? If not, why?

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OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

21. What specific activities in the area of extended learning contributed directly to the success of meeting the school's goals?
22. What specific activities in the area of extended learning did not contribute directly to the success of meeting the school's goals?
23. What research-based effective methods/instructional strategies for English learners were successfully implemented?
24. What research-based effective methods/instructional strategies for English learners were not successfully implemented?
25. What research-based effective methods/instructional strategies for students with learning disabilities were successfully implemented?
26. What research-based effective methods/instructional strategies for students with learning disabilities were not successfully implemented?

TEACHING AND LEARNING

27. For students needing additional academic support, how were their needs met in the regular classroom?