

The Single Plan for Student Achievement 2017-18

School: Elder Creek Elementary School
CDS Code: 34-67439-6033930
District: Sacramento City Unified School District
Principal: Thule Doan
Revision Date:

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 .

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

Elder Creek Elementary School is located near the industrial area of Sacramento County. It has continued to be the hub of different cultures and has a highly diversified population. Grandparents and relatives continue to provide baby-sitting services to their extended families. The students are composed of predominantly Asian and Hispanic descent. All teachers are highly qualified and are knowledgeable of new educational strategies.

School Vision:

All students will achieve academic success, become productive citizens, and lifelong learners through the establishment of a culture of high expectations and a safe student-centered environment with the support of staff, parents, and the community.

School Mission Statement:

1. Promote positive character development and increase awareness of healthy life styles.
2. Promote global, independent and collaborative thinkers and learners.
3. Strengthen ties with the community and promote family involvement.
4. Prepare students to be college and career ready by establishing high standards and challenging goals.
5. Utilize multiple sources of student data to drive instruction.

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	131	109	123	108	122	108	93.9	99.1
Grade 4	106	120	101	119	101	119	95.3	99.2
Grade 5	117	118	115	117	115	117	98.3	99.2
Grade 6	94	121	92	120	92	120	97.9	99.2
All Grades	448	468	431	464	430	464	96.2	99.1

* 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	2350.0	2377.9	2	10	11	21	28	27	58	42
Grade 4	2412.0	2407.1	11	9	12	17	25	20	52	54
Grade 5	2448.7	2454.9	8	10	23	21	14	21	56	48
Grade 6	2508.1	2492.5	8	12	37	24	32	28	24	37
All Grades	N/A	N/A	7	10	20	21	24	24	49	45

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	6	7	30	44	65	48
Grade 4	7	8	40	41	53	51
Grade 5	13	10	31	37	56	53
Grade 6	11	8	46	45	42	48
All Grades	9	8	36	42	55	50

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	3	8	38	49	59	43
Grade 4	9	11	42	39	50	50
Grade 5	11	17	39	38	50	44
Grade 6	16	17	53	43	29	41
All Grades	10	13	42	42	48	45

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	7	10	63	64	30	26
Grade 4	10	8	54	63	36	29
Grade 5	6	9	65	56	29	35
Grade 6	13	9	66	70	20	21
All Grades	9	9	62	63	29	28

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	2	9	43	50	56	41
Grade 4	15	8	45	44	41	48
Grade 5	20	22	50	55	30	23
Grade 6	23	23	62	53	15	25
All Grades	14	16	49	50	37	34

Conclusions based on this data:

1. Small increase in Standards Met and Exceeded
2. More growth in Primary grades compare to Intermediate grades
3. Schoo-wide growth in Writing

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	131	109	126	108	126	108	96.2	99.1
Grade 4	106	120	102	119	102	119	96.2	99.2
Grade 5	117	119	116	118	116	118	99.1	99.2
Grade 6	94	121	94	120	94	120	100.0	99.2
All Grades	448	469	438	465	438	465	97.8	99.1

* 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	2392.0	2417.2	5	11	26	29	21	31	48	29
Grade 4	2439.7	2445.3	8	11	17	15	38	38	37	36
Grade 5	2447.2	2458.0	8	8	11	14	25	31	56	47
Grade 6	2501.1	2492.6	11	13	18	13	39	33	32	43
All Grades	N/A	N/A	8	11	18	17	30	33	44	39

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	14	26	37	41	49	33
Grade 4	13	17	35	30	52	53
Grade 5	9	14	28	29	64	57
Grade 6	16	16	37	30	47	54
All Grades	13	18	34	32	53	50

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	6	11	43	47	52	42
Grade 4	14	15	41	37	45	48
Grade 5	9	10	27	41	64	49
Grade 6	13	9	45	42	43	49
All Grades	10	11	39	42	51	47

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	11	20	52	60	37	19
Grade 4	10	15	49	39	41	45
Grade 5	7	10	38	45	55	45
Grade 6	15	16	53	51	32	33
All Grades	11	15	48	49	42	36

Conclusions based on this data:

1. Increase in Standards Met and Exceeded

2. Overall increased in every Category

School and Student Performance Data

2016 Accountability Progress Reporting

Met All Components	Met English Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				3	5		26	14		19	18		52	64	
1	2	3		14	36		46	22		19	22		19	16	
2	1	1		20	16		40	42		23	30		16	10	
3		5		13	11		33	46		26	16		28	22	
4	2	7		9	24		47	39		19	15		23	15	
5	6	4		25	38		41	35		11	4		16	19	
6	6	4		26	40		34	36		14	9		20	11	
Total	2	3		15	23		38	33		19	17		26	24	

School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

Title III

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	295	301	320
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	295	301	320
Number Met	126	134	177
Percent Met	42.7%	44.5%	55.3%
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	311	77	327	76	328	89
Number Met	37	26	36	22	62	36
Percent Met	11.9%	33.8%	11.0%	28.9%	18.9%	40.4%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	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		--	

School and Student Performance Data

LCFF State Priorities Snapshot

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
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Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
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Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
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Action 1.4: Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English learners make expected progress in attaining English and in academic achievement.
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Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Action 2.1: Students will be provided cleaner, better maintained learning environments.

Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular, and expanded learning program involvement, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.)
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Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

LEA Plan Performance Goals

- 1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.**
- 2. All limited-English –proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading /language arts and mathematics.**
- 3. All students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.**
- 5. All students will graduate from high school.**

2016-17 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A	\$134,029	0.00
LCFF S/C	\$302,359	0.00

Planned Improvements in Student Performance

School Goal #1

SCHOOL GOAL #1:
Build strong partnership with families and empower them to support their children's education.
District/LCAP GOAL:
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
Action 3.2: Stakeholders will receive improved district and site communications including translation/interpretation services.
LEA Plan Goal Alignment
2. All limited-English –proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading /language arts and mathematics.
Data Used to Form this Goal:
Parent/Teacher Conference Sign In sheets; Family Nights/School Events Sign In Sheets; Coffee Chats Sign In Sheets; Parent Workshop Sign In Sheets; Back to School Night/Open House Sign In Sheets; APTT Meetings
Findings from the Analysis of this Data:
Higher attendance rate at family events in comparison to parent workshops and parent trainings.
How the School will Evaluate the Progress of this Goal:
Document attendance at various events and compare/contrast parent involvement verses parent engagement events/activities.
Parent Engagement Activities Related to this Goal:
Academic Parent Teacher Team Meetings , Parent Leadership Pathway Workshops, Coffee Chats, P/T Conferences, Autumn Festival, Hmong New Year Celebration, Cinco De Mayo Celebration, Uniform Distribution, Scholastic Book Fair, Lunar New Year Celebration, and Black History Celebration
For Schools in Program Improvement, please indicate year 1 2 3 4 X 5
For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).
A strong partnership with families will empower them to be involved in their children's academic progress.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring	
		Item or Action Funded	Funding Source	Amount	Target Student Group		
Create consistent school wide practices for sharing ongoing academic progress/ achievement and provide support in health and wellness for families in need.	Site Instruction Coordinator	Site Instructional Coordinator	LCFF S/C	133,620	X All	<p>June:</p> <ol style="list-style-type: none"> 1. Establish APTT Coordinator <p>By August 2017:</p> <ol style="list-style-type: none"> 1. Provide APTT Refresher/ Training for Staff 2. Schedule APTT planning meeting for participating grade levels 3. Schedule Meet and Greet Ice Social 4. School, Grade Level, and Class Newsletters 5. Schedule Food Giveaway 6. Schedule Parent Workshop 7. Schedule Back to School Night (2 sessions--30 minutes for each session) <p>By September/October</p> <ol style="list-style-type: none"> 1. Staff Schedule Homevisits <p>By the end of April 2017:</p> <ol style="list-style-type: none"> 1. Review and evaluate with Leadership Team (APTT, Coffee Chats, Parent Workshops, Ice 	
	Assistant Principal/SIC	Site Instructional Coordinator	Title I Part A	64,591			
	Instructional Aides	Bilingual Aides	Bilingual Aides	LCFF S/C			61,083
		Student Support Service Coordinator	Bilingual Aides	Title I Part A			13,828
	Principal	Student Support Service Coordinator	Student Support Service Coordinator	Title I Part A			23,093
	Certificated Staff	Student Support Service Coordinator	Student Support Service Coordinator	LCFF S/C			23,093
		Nurse	Nurse	LCFF S/C			29,320
	Bilingual Instructional Aides						
	Student Support Service Coordinator						
	Nurse						

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						Cream Social, etc.) 2. Collect feedback from staff 3. Use data for 17/18 school plan
Develop a parent engagement committee that provides more opportunities for parents to become involved with school operations and to have a voice in school decision making.	Principal	Family Nights	Title I Part A	4,033	<input checked="" type="checkbox"/> All	By August: 1. Schedule monthly Parent Engagement meetings 2. Teachers Sign up for 1 on-going and 1 event committee By September: 1. Communicate school needs to Student Support Coordinator *referral process *attendance and behavior support 2. Back to School Night, Open House, Family Nights (ongoing) 3. Teachers and Support Service Coordinator establish a parent volunteer and home visit list 4. Family Nights - 2/3 By May: 1. Volunteer Luncheon for
	Assistant Principal	Academic Parent Teacher Teams				
	Site Instruction Coordinator	Parent trainings/conferences, child sitters, communicate cost, duplicating				
	Certificated Staff					
	Bilingual Instructional Aides	Family Nights	N/A			
	Student Support Service Coordinator	Academic Parent Teacher Teams				
	School Nurse	Parent trainings/conferences, child sitters, communicate cost, duplicating				

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
		Family Nights	N/A			families and community members
		Academic Parent Teacher Teams				
		Parent trainings/conferences, child sitters, communicate cost, duplicating				
		Nurse	N/A			
Develop a team to utilize technology to communicate with parents and school community.	Technology Prep Teacher (stipend and trainings) Administrators Teacher(S) on Technology Team (stipend and trainings)	Staff Development and Stipend	Title I Part A	7,011	<input checked="" type="checkbox"/> All	By June 2017: 1. Establish Technology Team 2. Develop an overview for school website for the 2017/2018 school year
		Teacher Substitute	Title I Part A	1,907		

Planned Improvements in Student Performance

School Goal #2

SCHOOL GOAL #2:
Raise achievement levels by using data, differentiated instruction, and engaging teaching practices.
District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
LEA Plan Goal Alignment
1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.
Data Used to Form this Goal:
Students' writing samples; teacher observations; Writers' Notebooks; Response Journals; student portfolios; CAASSP Data, Classroom/Grade Level Data; Curriculum Aligned Data
Findings from the Analysis of this Data:
Test taking strategies to help with formal assessments; Students need to develop reading stamina, reading comprehension; decodable skills, foundational Math skills (computation, math facts)
How the School will Evaluate the Progress of this Goal:
Keep a portfolio of student work, keep records of informal and formal assessments, analyze CAASSP data, analyze grade level assessment, analyze curriculum assessments, Iready reports
Parent Engagement Activities Related to this Goal:
Academic Parent Teacher Teams; Trimester Award Assemblies; Student of the Month; Technology Teacher share student projects with parents during conferences/family nights/back to school night/Open House; Report Cards; Progress Notices; Attendance incentives; monthly attendance certificates;
For Schools in Program Improvement, please indicate year 1 2 3 4 X 5
For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).
The implementation of effective teaching practices that include data collection, differentiated instruction, and engaging teaching practices will result in increase student achievement.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
As part of PI Year 5 Restructuring efforts, opportunities will be provided for teachers to develop specific teaching strategies to meet individual learning needs, particularly for English learners, at risk students, and challenge students to meet learning expectations.	Teachers	Staff Development	LCFF S/C	7,000	<input checked="" type="checkbox"/> All	<p>By June 2017:</p> <ol style="list-style-type: none"> 1. Site Based develops a list of professional learnings for the following school year. <p>By August/September:</p> <ol style="list-style-type: none"> 1. Admin. schedule trainings (CP and release days) 2. Admin schedule academic conferences 2. Admin. will share the training calendar with staff 3. Technology teacher provide Iready reports to staff (ongoing-K-6). 4. 1st Academic Conference <p>By November:</p> <ol style="list-style-type: none"> 1. 2nd Academic Conference <p>By end of April/May</p> <ol style="list-style-type: none"> 1. 3rd Academic Conference 2. Using data to develop action plan for 18/19 school year (PL, instructional aide
	Support Staff					
	SIC	Academic Conferences				
	AP	Iready Diagnostic Assessments	N/A			
	Principal	Supplemental Materials - (Iready, Brainpop, Wonders, Science materials, CIP writing materials)	LCFF S/C	21,498		
	Bilingual Aides					
	Academic Conferences					
	Staff Development					
	Supplemental Instructional Materials					
	Duplicating					

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring	
		Item or Action Funded	Funding Source	Amount	Target Student Group		
						time, etc.)	
Develop the use of technology in classrooms to allow students opportunities to extend their learning and develop twenty first century skills	Teachers		N/A			<p>By August/September:</p> <ol style="list-style-type: none"> Professional Development on Chrome Book usage Technology Team will develop and share the school website with staff Typing lessons for all students in Technology class (ongoing) Revise Technology Cart schedule to include new Chrome carts <p>By March:</p> <ol style="list-style-type: none"> Technology Team support the integration of technology in the classroom environment Technology Team will develop benchmarks utilizing Common Core Anchor Standards 	
	Support Staff						
	SIC	Laptops/Instructional Technology equipment for students	LCFF S/C	14,386			
	AP						
	Principal	Library Media Tech	Title I Part A	19,566			
	Instructional Technology Equipment	Library Book-Reference Books	LCFF S/C	12,359			
Library Media Tech.							

Planned Improvements in Student Performance

School Goal #3

SCHOOL GOAL #3:
Develop students' skills in self management, self awareness, social awareness, relationship, and responsible decision making.
District/LCAP GOAL:
Action 2.2: All schools will become safer more culturally competent environments where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
LEA Plan Goal Alignment
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
Data Used to Form this Goal:
Behavior Citations, Referrals, Teacher feedback, Suspensions, SSTs, Student Support Referrals
Findings from the Analysis of this Data:
Behavior Concerns stem from students lacking self management, self awareness, social awareness, relationship, and responsible decision making skills.
How the School will Evaluate the Progress of this Goal:
Document and Monitor Behavior Citations, Referrals, and Suspensions to identify High Risk students. School -wide implementation of Second Step.
Parent Engagement Activities Related to this Goal:
Monthly Student awards given to students that excel in SEL skills
For Schools in Program Improvement, please indicate year 1 2 3 4 X 5
For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).
Developing students' social emotional skills will help students make better decisions in school which will result in reducing the number of citations, referrals, and suspensions.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Implement Research Based Social Emotional Curriculum (2nd Step, Leader in Me)	All Teachers Principal Assistant Principal Site Coordinator All Support Staff Student Support Service Coordinator				<p>By June 2017: 1. Leadership Team will review Leader in Me</p> <p>By August 2017 1. Provide 2nd Step training for new teachers and support staff</p> <p>By September: 1. Administrators will review lesson plans and conduct walkthroughs to ensure the weekly implementation of 2nd Step 2. SEL posters around the school</p> <p>By November: 1. Needs Assessment 2. Student Council members develop SEL videos for EC students</p> <p>By April/May: 1. Administer Staff Survey and feedback on pros/cons of 2nd Step Curriculum</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Establish Discipline and Safety Committee	Principal Assistant Principal Site Coordinator Safety/Discipline Members All Staff				<p>By August:</p> <ol style="list-style-type: none"> Staff will sign up for committee; every grade level represented Schedule monthly meetings Professional Learning on SEL/2nd Step for Staff <p>By November:</p> <ol style="list-style-type: none"> Needs Assessment <p>By April/May:</p> <ol style="list-style-type: none"> Administer Staff Survey and feedback on what worked and improvements needed (ongoing) Recruitment of members
School wide intervention to improve student behavior and motivation/attitude about school	Principal Assistant Principal Site Coordinator Safety/Discipline Members All Staff				<p>By September:</p> <ol style="list-style-type: none"> Monthly SOTM assemblies to improve student behavior and motivate students Utilize 2nd Step characteristic themes for monthly

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
	Student Support Service Coordinator					assemblies 3. Show student videos

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF S/C	302,359.00
Title I Part A	134,029.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	361,579.00
Goal 2	74,809.00

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
Thule Doan	X				
Peter Budge				X	
Monica Mora				X	
Vicky Duong				X	
Patricia McGarock				X	
Jesusa Trujillo				X	
Yolanda Llamas		X			
Nicki Tsousis		X			
An Chau		X			
Vue Xiong			X		

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:

- X 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- X 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.
- X 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
	Other committees established by the school or district (list):	_____
		Signature

- X 4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.
- X 5. 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.
- X 6. 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.
- X 7. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Thule Doan		
Typed Name of School Principal	Signature of School Principal	Date

Jesusa Trujillo		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Annual Evaluation – REQUIRED Spring 2018

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.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

1. Intervention Groups with Bilingual Aides.
2. Afterschool Tutoring
3. Professional Learning Opportunities for teachers with Training Specialists

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

X Continuing it with the following modifications:

1. Training Specialists provide ongoing support to teachers; continuous lesson studies for every grade level

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:

- X 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- X 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.
- X 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- X English Learner Advisory Committee _____
Signature
- Special Education Advisory Committee _____
Signature
- Gifted and Talented Education Program Advisory Committee _____
Signature
- Departmental Advisory Committee (secondary) _____
Signature
- Other committees established by the school or district (list): _____
Signature

- X 4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.
- X 5. 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.
- X 6. 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.
- X 7. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Thule Doan

Typed Name of School Principal



Signature of School Principal

5-15-17

Date

Jesusa Trujillo

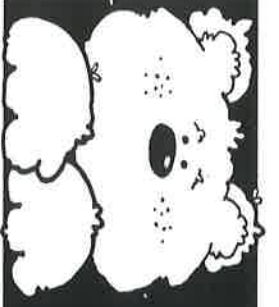
Typed Name of SSC Chairperson



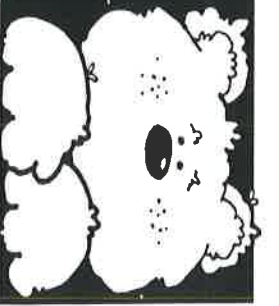
Signature of SSC Chairperson

5-17-17

Date



SSC/ELAC Meeting
May 16th, 2017 4:00-5:00pm
Sign-In Sheet



SIGNATURE	PRINTED NAME	PARENT	TEACHER	ADMIN	OTHER
	Sandy Lam	<input checked="" type="checkbox"/>			
	Nicole Tsanis		<input checked="" type="checkbox"/>		
	Yolanda Llanas		<input checked="" type="checkbox"/>		
	Yamming Zi	<input checked="" type="checkbox"/>			
	Ha Thi Nguyen	<input checked="" type="checkbox"/>			
	Peter Budge	<input checked="" type="checkbox"/>			
	Sara Truong	<input checked="" type="checkbox"/>			
	Vne Xing			<input checked="" type="checkbox"/>	
	Jesusa Trujel	<input checked="" type="checkbox"/>			
	Angelica Espinosa	<input checked="" type="checkbox"/>			

