

The Single Plan for Student Achievement 2017-18

School: Genevieve Didion K-8 School
CDS Code: 34-67439-6096168
District: Sacramento City Unified School District
Principal: Norman Policar
Revision Date: January 2017

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

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

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The District Governing Board approved this revision of the SPSA on September 1, 2016.

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

We at Genevieve Didion K-8 School are justly proud of our heritage of academic excellence. At the core of our success is a rich and balanced Common Core State Standards-driven educational program. The success of all students- academic, social, emotional, and physical- is the focus of our entire learning community. Our collective commitment is to respect and honor the diverse talents, abilities, and needs of each individual child.

Our mission is to provide each student with the skills and knowledge necessary to learn at high levels, and to prepare them for higher education and effective citizenship beyond. Our staff is committed to a culture of high expectations and continuous improvement through a collaborative approach that utilizes meaningful data and research-based best practices.

A dedicated, qualified, and a caring teaching staff provides a safe and positive learning environment where students are encouraged to reach their highest potential. We take pride in the fact that our community is such a vital component of our program. Our students are also given the opportunity to participate in a variety of extra-curricular and enrichment activities, enhancing their learning experience.

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	83	64	83	63	83	63	100.0	98.4
Grade 4	78	82	75	81	75	81	96.2	98.8
Grade 5	81	78	80	77	80	77	98.8	98.7
Grade 6	84	97	84	94	84	94	100.0	96.9
Grade 7	61	56	60	55	60	55	98.4	98.2
Grade 8	60	58	59	58	59	58	98.3	100
All Grades	447	435	441	428	441	428	98.7	98.4

* 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	2455.6	2447.2	37	35	22	30	23	17	18	17
Grade 4	2476.8	2515.4	27	48	24	26	29	11	20	15
Grade 5	2515.8	2514.2	23	19	36	38	21	23	20	19
Grade 6	2570.3	2562.7	26	19	48	46	19	29	7	6
Grade 7	2604.5	2590.8	28	22	50	45	17	22	5	11
Grade 8	2582.2	2640.9	10	34	53	53	24	10	14	2
All Grades	N/A	N/A	26	29	38	39	22	19	14	12

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	45	37	37	48	18	16
Grade 4	28	44	48	46	24	10
Grade 5	31	25	44	47	25	29
Grade 6	37	28	49	54	14	18
Grade 7	35	38	57	45	8	16
Grade 8	27	50	44	50	29	0
All Grades	34	36	46	49	20	15

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	29	29	51	52	20	19
Grade 4	21	35	61	52	16	14
Grade 5	33	31	46	48	21	21
Grade 6	33	33	52	57	14	10
Grade 7	60	49	35	44	5	7
Grade 8	27	62	64	33	8	5
All Grades	33	38	52	49	15	13

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	25	24	61	60	13	16
Grade 4	23	30	63	68	15	2
Grade 5	15	16	66	73	19	12
Grade 6	25	26	70	69	5	5
Grade 7	22	27	73	64	5	9
Grade 8	12	31	78	67	10	2
All Grades	21	25	68	67	11	7

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	36	27	48	57	16	16
Grade 4	21	41	48	46	13	14
Grade 5	28	32	59	61	14	6
Grade 6	42	37	54	53	5	10
Grade 7	40	27	53	62	7	11
Grade 8	32	52	51	47	17	2
All Grades	33	36	52	54	12	10

Conclusions based on this data:

1. Only slightly better than 6 out of 10 students tested are proficient or better on overall ELA standards. 5th grade had the lowest scores, though they reflected improvement from 2016. 7th grade scores dropped.
2. 25% of 4th and 5th graders are reading below standard. Listening and Research/Inquiry are relative strengths school wide.
3. Research/Inquiry skills are an area noted for improvement across the grade levels.

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	83	64	83	63	83	63	100.0	98.4
Grade 4	78	82	76	81	76	81	97.4	98.8
Grade 5	81	78	80	77	80	77	98.8	98.7
Grade 6	84	96	84	93	84	93	100.0	96.9
Grade 7	61	56	61	55	61	55	100.0	98.2
Grade 8	60	58	59	58	59	58	98.3	100
All Grades	447	434	443	427	443	427	99.1	98.4

* 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	2454.9	2444.9	29	22	41	48	14	19	16	11
Grade 4	2483.7	2526.6	12	40	33	32	47	23	8	5
Grade 5	2517.9	2502.5	18	13	31	22	38	44	14	21
Grade 6	2584.7	2583.7	43	38	32	29	14	29	11	4
Grade 7	2580.1	2563.7	26	24	34	31	26	27	13	18
Grade 8	2530.5	2598.8	10	28	12	26	36	36	42	10
All Grades	N/A	N/A	24	28	31	31	29	30	16	11

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	45	43	39	44	17	13
Grade 4	22	56	62	33	16	11
Grade 5	24	21	46	40	30	39
Grade 6	58	49	27	38	14	13
Grade 7	43	29	38	49	20	22
Grade 8	8	29	41	50	51	21
All Grades	35	39	42	41	23	19

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	35	29	47	54	18	17
Grade 4	17	38	61	52	22	10
Grade 5	26	18	51	44	23	38
Grade 6	32	29	50	56	18	15
Grade 7	34	24	52	58	13	18
Grade 8	14	34	64	66	22	0
All Grades	27	29	54	54	19	17

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	35	43	48	46	17	11
Grade 4	28	53	50	38	22	9
Grade 5	15	13	66	62	19	25
Grade 6	33	33	52	58	14	9
Grade 7	25	33	64	49	11	18
Grade 8	7	22	58	72	36	5
All Grades	25	33	56	54	19	13

Conclusions based on this data:

1. Scores for 5th grade math are a major concern, reflecting only 35% total proficiency.
2. Year-to-year comparison shows a drop in math in grades 5 through 7.
3. Middle school math showed some improvement. A stable, fully credentialed teacher is needed in this position.

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				***			***						***	***	
1	20	***		40	***		20			20					
2	***			***	40			40						20	
3	17			17	***		17						50		
4		***			***		***								
5				***				***							
6		***			***										
7		***			***								***		
8				***						***					
Total	14	22		33	50		19	17		10			24	11	

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	11	16	14
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	11	16	14
Number Met	--	11	8
Percent Met	--	68.8%	57.1%
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	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	12	3	19	0	14	1
Number Met	--	--	9	--	8	--
Percent Met	--	--	47.4%	--	57.1%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	Yes	--	Yes	--

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

School and Student Performance Data

LCFF State Priorities Snapshot

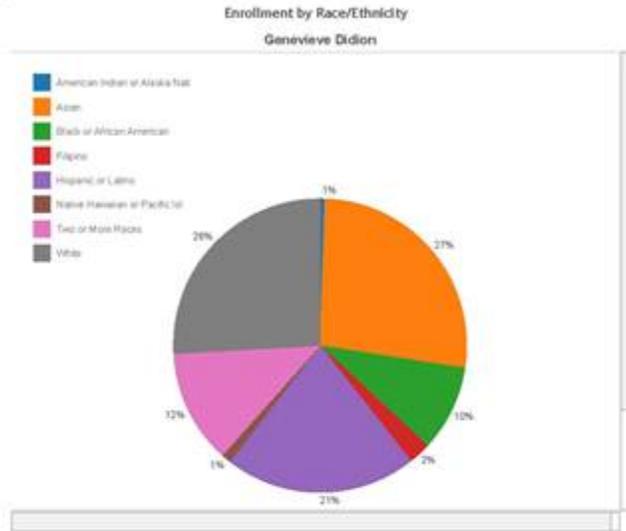
Local Control Funding Formula (LCFF) State Priorities Snapshot Sacramento City Unified School District

Name	2012-13	2013-14	2014-15
	All Students	All Students	All Students
Genevieve Didion	0	0	0

Subgroup	Genevieve Didion		
	2012-13	2013-14	2014-15
American Indian or Alaska Nati	0	0	0
Asian	0.0	0.0	0
Black or African American	0	0	0
Filipino	0.0	0.0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Isl	0.0	0.0	0
Two or More Races	0	0	0
White	0.0	0.0	0

	Genevieve Didion		
	2012-13	2013-14	2014-15
English Learners	0	0	0
Foster Youth			
Socioeconomically Disadvantage			
Students with Disabilities			

Name	All Students		
	2012-13	2013-14	2014-15
Genevieve Didion	0	0	0

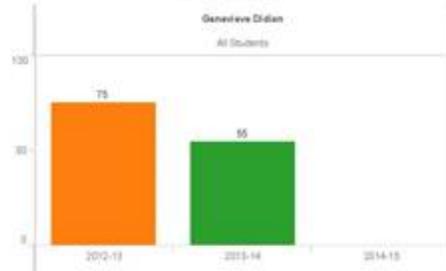


	2012-13	2013-14	2014-15
	Genevieve Didion	Genevieve Didion	Genevieve Didion
English Learners	23	27	
Foster Youth			
Socioeconomically Disadvantage	126	115	
Students with Disabilities	73	73	

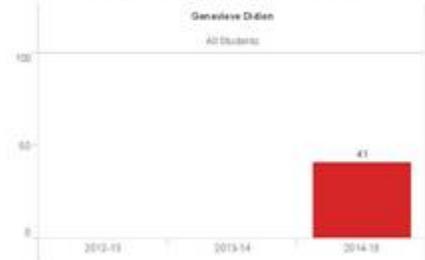
Name	All Students		
	2012-13	2013-14	2014-15
Genevieve Didion	0	0	0

Local Control Funding Formula (LCFF) State Priorities Snapshot Sacramento City Unified School District

Percent of English Learner (EL) Students Who Made Progress Towards English Proficiency



Percent of EL Students Who Were Reclassified



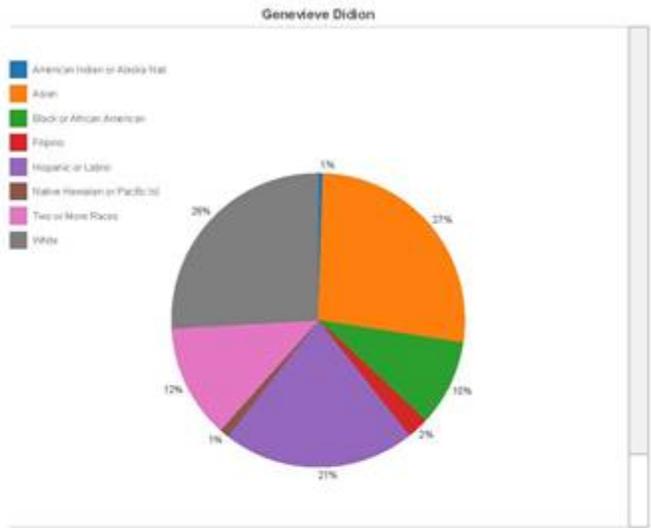
Number and Percent of Students Suspended

	All Students		
	2012-13	2013-14	2014-15
Genevieve Didion	0 0.0%	0 0.0%	0 0.0%

Number and Percent of Students Expelled

	All Students		
	2012-13	2013-14	2014-15
Genevieve Didion	0 0.0%	0 0.0%	0 0.0%

Enrollment by Race/Ethnicity



Enrollment by Program Eligibility

	2012-13	2013-14	2014-15
	Genevieve Didion	Genevieve Didion	Genevieve Didion
English Learners	21	21	
Foster Youth			
Socioeconomically Disadvantaged	138	188	
Students with Disabilities	72	77	

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)
LCFF S/C	\$44,419	0.00

Planned Improvements in Student Performance

School Goal #1

SCHOOL GOAL #1:
Didion teaching staff will provide challenging and rigorous instruction that is aligned with the Common Core State Standards. The emphasis will include authentic student engagement, higher order thinking skills, increased opportunities for cooperative learning, and differentiated instruction. The focus will align with the district's: High quality Questions/Tasks, and Increased Academic Discourse. Necessary actions will include appropriate staff development, aligned materials and technology resources, and ongoing collaborative planning and data review.
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:
Common Core State Standards, most recent SBAC data trends, CELDT data, curriculum-embedded assessments and student work.
Findings from the Analysis of this Data:
Didion staff needs effective and ongoing instructional training to address the shift to the Common Core standards, as well as dedicated time for both whole group and team collaboration.
How the School will Evaluate the Progress of this Goal:
Student achievement data on benchmark and CAASPP assessments. Data from ongoing classwork, including data from supplemental resource programs. Feedback from teachers and students. Parent feedback at conferences and from site level parent meetings. Principal observations.
Parent Engagement Activities Related to this Goal:
Improved parent education on the Common Core, including expectations for students and ways parents can support the curriculum at home. Parents can give feedback informally and at conferences and at school meetings.
For Schools in Program Improvement, please indicate year 1 2 3 4 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).

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	
<p>All teaching staff K-8 will receive training on the content and implementation of the Common Core State Standards for California.</p> <p>This will consist of:</p> <ol style="list-style-type: none"> 1. District-level training for leadership teams in both ELA and Math, 2. Site level training from reps in both ELA and Math at 3rd- Thursday Curr. Mtgs., and from our district Training Specialists. <p>Organization to occur during leadership team release days.</p>	Principal Teachers	District and site level training	N/A	0	<input checked="" type="checkbox"/> All	By October 15, 2017, lead teams will be established in LA and Math. A calendar for the district and site trainings will be established for the year.
<p>Provide fiscal resources for the purchase of aligned, engaging, and enriching resources for improving Common Core instruction. Teachers will take an active role in identifying their training needs. These resources could include professional development opportunities such as release time and substitutes for classroom coverage. Outside trainings/presenters may be accessed.</p>	Principal Teachers School Site Council	<p>Release time</p> <p>Professional development opportunities</p> <p>Non-SCUSD presenters</p> <p>Substitutes</p>	LCFF S/C	4,000	<input checked="" type="checkbox"/> All	By October 1, 2017, segment level teams will have identified and scheduled supplemental training as well as visitations to other sites.
<p>Common Core support materials will be identified and purchased for every classroom, including literature, aligned supplements to the core program, advance-organizers such as charts, standards strips, etc.</p>	Principal Teachers School Site Council	CCSS-aligned materials	LCFF S/C	3,000	<input checked="" type="checkbox"/> All	By October 15th, 2017, segment level teams will have identified supplemental instructional materials and other resources to

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	
						<p>augment Common Core instruction.</p> <p>By October 31, 2017, identified materials will be purchased.</p> <p>Staff will implement new materials in the classrooms- November 2017.</p>
Purchase computers or other technology that will support instruction, the curriculum, and student assessment.	Principal Teachers School Site Council	Computers Software licenses Projectors, Document Cameras, Printers, other peripherals and tools.	LCFF S/C	12,218	<u>X</u> All	<p>By October 1, 2017, staff including the Technology committee will have identified needed technology resources to support instruction and assessment.</p> <p>By the end of October 2017, identified technology resources will have been ordered for immediate classroom use.</p>
Identify teachers to serve on the pilot committee for the new ELA curriculum adoption.	Lead Teachers	n/a			<u>X</u> All	By the beginning of the 2017-2018 school year.

Planned Improvements in Student Performance

School Goal #2

SCHOOL GOAL #2:
Didion teaching staff will, using the Response To Intervention model, investigate and develop standardized interventions to meet the needs of those students and sub groups struggling to meet proficiency targets. Strategies will include best use of site and support personnel, targeted tutoring support during and after school, appropriate individual accommodations, supplemental materials and technology, and outreach to families.
District/LCAP GOAL:
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
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 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
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:
Student achievement data on benchmark and CAASPP assessments. Data from ongoing classwork, including data from supplemental resource programs. SST academic referrals. 504 Plan data. Attendance data. Special Education referral data. Teacher and parent recommendation.
Findings from the Analysis of this Data:
As the school's demographics continue to change, there has been a greater need for base level interventions for students failing to meet success criteria .
How the School will Evaluate the Progress of this Goal:
Student achievement data on benchmark and CAASPP assessments. Data from ongoing classwork, including data from supplemental resource programs. Feedback from teachers and students. Parent feedback at conferences and from site level parent meetings. Principal observations. SST, 504, and Special Ed. referrals.
Parent Engagement Activities Related to this Goal:

Parent education will be expanded to provide parents with strategies for supporting learning at home.

For Schools in Program Improvement, please indicate year 1 2 3 4 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).

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	
<p>Base-level interventions will be developed and used on a consistent, school-wide basis for students failing to meet proficiency standards. These expanded learning opportunities will take place during and after school.</p> <p>Students failing to meet proficiency standards will be identified and individual intervention plans developed.</p>	Principal Teachers Tutors	Extended day tutors	LCFF S/C	12,863	<u>X</u> All	<p>By October 15, 2017, a structure and schedule for providing targeted tutoring- both individual and group- will be developed.</p> <p>Staffing for the intervention program(s) will be identified and hired by November 1, 2017.</p> <p>Individual intervention plans for identified students will be completed by October 15, 2017.</p>
		Pull-out paraprofessionals for tutoring	LCFF S/C	3,000		
Supplemental programs and materials for use in scaffolding the curriculum will be identified and purchased.	Principal Teachers	Remediation programs in Language Arts and Math	LCFF S/C	3,000	<u>X</u> All	<p>Supplemental programs and materials for the purpose of remediation will be identified and secured by November 1, 2017.</p>
		Books, including Library editions	LCFF S/C	1,338		

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	
		Technology; hardware and software Other supplemental materials as identified				Use of the new materials will be in place within 21 days of receipt.
Staff Development in RTI as needed. Articulate with successful programs outside of Didion. Provide parent education opportunities.	Principal Teachers Trainers Substitutes	Outside specialists as trainers. Substitutes for teachers in training or observing elsewhere	LCFF S/C	1,000	<input checked="" type="checkbox"/> All	Principal will identify staff training opportunities in RTI by October 15, 2017. At least 1 training will be completed by December 1, 2017. By December 31, 2017, identified staff will have had the opportunity to observe successful programs outside of Didion. Parents will be informed of the extra services available for students in need by October 31, 2017.
			Quality Education Investment Act (QEIA)			

Planned Improvements in Student Performance

School Goal #3

SCHOOL GOAL #3:
Didion staff will participate in district and site level Social and Emotional Learning training and implement strategies campus-wide. Students and parents will play an active role in this initiative.
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. Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
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 data, including office referrals. Suspension data. Student surveys. Student bullying reports. Teacher, Parent, and campus monitor reports of suspected bullying. SST (behavior) referrals. Attendance data. CPS reports.
Findings from the Analysis of this Data:
While actual reports of bullying and inappropriate behavior remain relatively low, the rate has inched up over the past few years. There has also been an increase in the number of older students needing counseling for social/emotional/family issues. Parents and staff have commented on the need for a committee to monitor and address issues related to maintaining a positive school climate.
How the School will Evaluate the Progress of this Goal:
Progress towards this goal will be reflected in lower bullying reports of all types, and fewer behavior incidents at recess and in class. Subsequent student surveys should reflect these improvements.
Parent Engagement Activities Related to this Goal:

Establish a committee that includes parents for the monitoring and improvement of school culture and climate.
 Parent education on recognizing and dealing with bullying, and for supporting healthy social and emotional development at home.
 Provide parents with outside resources that can offer additional support.

For Schools in Program Improvement, please indicate year 1 2 3 4 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).

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	
<p>All Didion staff will continue to receive professional development in the district's Social Emotional Learning initiative.</p> <p>Subsequently, all staff will practice effective SEL strategies in their classrooms, in the office, and on the school grounds.</p>	Principal Entire staff	Participate in SCUSD-funded training	N/A		<input checked="" type="checkbox"/> All	<p>By September 30, 2017, a plan for SEL district- level training will be established.</p> <p>By December 1, 2017, all staff will have received SEL introductory training at a minimum.</p> <p>By January 1, the parent community will have been given an opportunity to learn about and participate in the SEL program.</p> <p>By June 2017, all staff members will have been fully trained in SEL and will be able to show evidence of teaching and using these skills in the</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	Target Student Group	
						classroom.
Expand enrichment activities, both during and after school. To include both fine art and the sciences, foreign languages, technology, music and drama.	Principal Teachers Parents	Enrichment classes Assemblies Field trips Special events	LCFF S/C	2,000	<input checked="" type="checkbox"/> All	By September 30, 2017, an after school enrichment calendar will be in place for the first trimester at a minimum. Throughout the year, additional offerings will be investigated and installed.
Make funds available for anti-bullying programs and activities that promote positive social interaction. This includes sports and other activities that increase our student's sense of community, school and civic pride, and educational values.	Principal Teachers School Climate Committee	Positive social programs School sports Community outreach	LCFF S/C	2,000	<input checked="" type="checkbox"/> All	Principal with work with the School Climate and Safety Committee to identify effective programs by October 31, 2017. By December 31, 2017, at least 1 assembly will have taken place in the area of anti-bullying, positive behavior, and student leadership. Other SEL opportunities will be investigated throughout the year, and implemented as

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
					appropriate.

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF S/C	44,419.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,218.00
Goal 2	21,201.00
Goal 3	4,000.00

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
Norman Policar	X				
Kim Tsumura (Secretary)			X		
Renee Roberts-Willis		X			
Elett Ricks-Chambers		X			
Julie Howe (Vice President)		X			
Melissa Lin (President)				X	
Kara Houston				X	
Andrea Pantoja Garvey				X	
Stanton Lee				X	
Beth Garland				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.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Didion PTA- Kristi Morioka, President

Signature

- 4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.
- 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 May 22, 2017.

Attested:

Norman Policar

Typed Name of School Principal

Signature of School Principal

Date

Melissa Lin

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?

We have moved forward in teaching the Common Core State Standards through professional learning activities. Our support for struggling students has increased to some degree; we continue to look for personnel to provide tutoring, both during and after school. SEL instruction has increased greatly school-wide, becoming further ingrained into the school's culture..

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

Some of our efforts to identify/develop needed professional development for the staff were only partially successful, especially in the areas of Academic Discourse. (See reasons below)

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

- X Lack of timely implementation
- X Limited or ineffective professional development to support implementation
- X Lack of effective follow-up or coaching to support implementation
- X Not implemented with fidelity
- Not appropriately matched to student needs/student population
- X Other: Appropriate professional development that is relevant and practice-based was more difficult to identify than previously

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

- Eliminating it from next year's plan
- X Continuing it with the following modifications:
 - Strive to identify more effective professional development for the teaching staff.
 - Sharpen our focus on the new actions and goals and avoid any new initiatives.

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.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

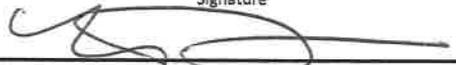
Signature

Departmental Advisory Committee (secondary)

Signature

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

Didion PTA- Kristi Morioka, President



Signature

4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.

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.

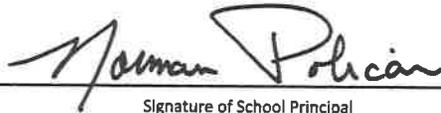
X 6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

X 7. This SPSA was adopted by the SSC at a public meeting on May 22, 2017.

Attested:

Norman Policar

Typed Name of School Principal



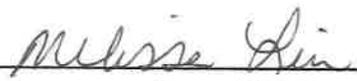
Signature of School Principal

5/22/2017

Date

Melissa Lin

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5/25/17

Date