

# The Single Plan for Student Achievement

**School:** Pacific Elementary School  
**CDS Code:** 34-67439-6034193  
**District:** Sacramento City Unified School District  
**Principal:** Oscar Garcia  
**Revision Date:** August 2015

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)

Our Vision: All Students Will Achieve At High Levels

Where academic improvements are needed, the Pacific Staff and School Site Council have spent time analyzing and monitoring achievement data in order to make instructional adjustments for improving student outcomes. The following items reflect major components of the plan for improving academic achievement at Pacific School:

Teachers collaborate in grade levels 2-3x a week

Grade level teams have two release days during the year to analyze data and plan strategic interventions for students

All students are eligible to receive Supplemental Educational Services – tutoring.

The process for the development of the 2015-2016 was collaborative and included the voice of all stakeholders. Below identified the dates and activities regarding budget planning:

12/16/14: Site Based Decision Making (SBDM) met to discuss a proposed timeline for collaborative budget discussions that engaged all stakeholders. They proposed and approved meetings for certificated staff on 1/6/15 to conduct a needs assessment, SBDM meeting on 1/13/15 to discuss priorities, and another meeting with certificated staff on 1/27/15 (if needed).

12/17/14: School Site Council met and Principal Henry shared the process for gathering input, conducting a needs assessment and the timeline.

12/18/14: Reflective questions sent to staff to consider for 1/6/15 meeting/needs assessment.

- What do we need to increase student achievement?
- Why are we in Program Improvement?
- What do we need, that is within our control, to exit Program Improvement?
- What research based practices haven't we tried yet?
- What are similar schools implementing with success?

1/6/15: Needs assessment held during Common Planning Time (per SBDM). Principal Henry reviewed school achievement data as well as behavior, attendance and other culture data. Staff used guiding questions listed above. Once list of needs were brainstormed by staff, they prioritized their top four.

1/8/15: Parent Coffee conducted same needs assessment after review of data. Parent prioritized top four.

1/9/15: Classified staff conducted same needs assessment after review of data. Classified prioritized top four.

1/13/15: Principal Henry presented a draft budget to SBDM that included top three-four priorities from each stakeholder group. Teacher representatives requested more discussion time for 1/20/15 CPT time.

1/20/15: Certificated staff met during CPT with teacher led facilitator (SBDM Facilitator: Lisa Bettencourt) to discuss budget priorities.

1/21/15: School Site Council meeting. Reviewed draft budget. Teacher representatives requested to wait on vote to share more information about nursing to teachers.

1/27/15: Certificated staff met during CPT with teacher led facilitator (SSC Teacher Reps: Carole Chivaro, Lorrinda Johnson & Curtis Stansfield) to discuss a day of nursing or an additional part time aide.

1/28/15: School Site Council meeting to discuss budget. Budget is approved 7-2.

## School and Student Performance Data

### Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	684	709	709
African American	708		
American Indian			
Asian	712		
Filipino			
Hispanic	666		
Pacific Islander			
Socioecon Disadvantaged	684		
English Learners	681		
Students w/ Disabilities	571		

\*Produced in absence of a 2014 API Growth Report during California's Assessment Transition

### 2014 Adequate Yearly Progress Report (AYP) PI Year:

Percent Proficient	ELA	Math	PI
Schoolwide			
African American			
PIAmerican Indian			
Filipino			
Hispanic			
Pacific Islander			
Socioecon Disadvantaged			
English Learners			
Students w/ Disabilities			

Notes: AYP only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					6	8	17	24	49	68	72
<b>1</b>	1	2	7	14	16	32	15	30	11	22	50
<b>2</b>			1	2	11	24	17	38	16	36	45
<b>3</b>			5	10	19	37	16	31	11	22	51
<b>4</b>	1	2	9	18	25	50	11	22	4	8	50
<b>5</b>	1	2	20	41	22	45	3	6	3	6	49
<b>6</b>			2	6	23	70	7	21	1	3	33
<b>Total</b>	3	1	44	13	122	35	86	25	95	27	350

## 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

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
<b>Targets</b>	<b>56%</b>	<b>20.1%</b>	<b>45.1%</b>	<b>78.0%</b>	<b>78.2%</b>
# Annual Testers	269	269	269	269	269
% w/ Prior-Year Data	99.6%			99.6%	99.6%
# in Cohort	268	258	64		
# Met AMAO	165	56	27		
% Met AMAO	61.6%	21.7%	42.2%		

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
<b>Targets</b>	<b>57.5%</b>	<b>21.4%</b>	<b>47.0%</b>	<b>89.0%</b>	<b>89.1%</b>
# Annual Testers	251	251	251	251	251
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	251	230	66		
# Met AMAO	95	35	14		
% Met AMAO	37.8%	15.2%	21.2%		

Title III	2013 - 2014				
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	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
<b>Targets</b>	<b>59.0%</b>	<b>22.8%</b>	<b>49.0%</b>	<b>100%</b>	<b>100%</b>
# Annual Testers	253	253	253	253	253
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	253	256	83		
# Met AMAO	93	22	19		
% Met AMAO	36.8%	8.6%	22.9%		

\*In 2014, AYP was only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

**School and Student Performance Data**

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	684		681		684			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 <sup>th</sup> grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%								
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas								
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year								
		% increase in exemptions: ELA (3%, 2%)								
		% increase in exemptions: Math (2%, 3%)								
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks								
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		10.00%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	95.33%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%								
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	5.3							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			11.0%					
	API	Maintain: ALL, EL, SES until API is revised	684		681		684			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year)								
FTE increase: Custodians (by 21.5, maintain at 86.5)										



Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster	
	FTE increase: Plant Manager (by 11, maintain at 71)								

Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as some schools provide additional information.

**For Schools in Program Improvement:**

What are the specific issues that caused the school to be identified in Program Improvement?

## District LCAP Goals and Actions

<b>Goal 1: Increase percent of students who are on track to graduate college and career ready.</b>
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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.
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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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<b>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.</b>
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Action 2.1: Students will be provided cleaner, better maintained learning environments.
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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.
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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.
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<b>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.</b>
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Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
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Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.
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**2014-15 Allocations of Funds**

**Allocations of Funds**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I Part A: Allocation	\$149,967	0.00
LCFF LEP	\$72,899	0.00
LCFF F/R	\$192,231	0.00

## Planned Improvements in Student Performance

### School Goal #1

<b>District/LCAP GOAL:</b>
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.
<b>SCHOOL GOAL #1:</b>
Increase academic and linguistic achievement of all Pacific students.
<b>Data Used to Form this Goal:</b>
CST/AYP/API data, current iReady data
<b>Findings from the Analysis of this Data:</b>
Pacific has not met the expected annual target over the course of several years which has resulted in the school being in Program Improvement Year 5. In the last three years of testing, the school saw a major decline of proficiency levels and an increase in students in the far below basic category.
<b>How the School will Evaluate the Progress of this Goal:</b>
We will monitor through classroom observations, data review of students working with bilingual aides. We will also create a school assessment calendar and review data in academic conferences and common planning time.
<b>Parent Engagement Activities Related to this Goal:</b>
Parent coffees, parent/teacher conferences, workshops.
<b>For Schools in Program Improvement: How does this goal address the school's program improvement issues?</b>
Focus on quality instruction and timely interventions will ensure purposeful content meeting the needs of students. We know the monitoring portion of this plan will need to be ongoing to ensure students are in the right interventions.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>QUALITY OF TEACHING &amp; LEARNING:</p> <p>All classroom will provide quality teaching and learning opportunities through solid foundations of:</p> <ul style="list-style-type: none"> <li>• High Quality First Instruction (HQFI)</li> <li>• Common Core Standards</li> <li>• SEL</li> </ul> <p>To support the implementation, staff will engage in various support opportunities to maximize effective delivery:</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Ongoing observations with feedback</li> <li>• Coaching</li> </ul> <p>CALIDAD DE LA ENSEÑANZA Y APRENDIZAJE:</p> <p>Toda clase proporcionará una enseñanza de calidad y oportunidades de aprendizaje a través del sólido cimientos de:</p> <ul style="list-style-type: none"> <li>• Calidad primero Instrucción High (HQFI)</li> <li>• Estándares Básicos Comunes</li> <li>• SEL</li> </ul> <p>Apoyar la implementación, el personal participar en diversas oportunidades de apoyo a maximizar la entrega de efectivo:</p> <ul style="list-style-type: none"> <li>• desarrollo profesional</li> <li>• Observaciones continuas con</li> </ul>	Teachers, Instructional Aides, Administration	Professional Development	Title I Part A: Allocation LCFF F/R	14,997.00 11,000.05	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
retroalimentación entrenamiento					
<p><b>TIMELY INTERVENTIONS:</b></p> <p>A systematic intervention process, following the Response to Intervention (RTI) model, will be created and implemented to support all students so they do not perform below grade level:</p> <ul style="list-style-type: none"> <li>Interventions will be identified that support each of the three tiers in the RTI model</li> <li>Through the iReady intervention program, all students will be screened and placed in one of the three tiers in ELA and Math. Each student will be prescribed a course of instruction via the program to bring them to grade level. Teachers also will have the option to provide direct instruction (in place of or in addition to the online instruction) via the lessons provided with the iReady program.</li> <li>Work with the agencies, such as Reading Partners, to bring in volunteers to work one on one/small group with students</li> <li>Additional intervention supports will be made available to students that support all three tiers of intervention support such as: ST Math, Extended Day/Saturday School opportunities, and Accelerated Reader.</li> </ul>	Teachers, Instructional Aides, Administration	Instructional Aides Site Instruction Coordinator Extended Day/Tutoring Reading Partners	Title I Part A: Allocation LCFF LEP LCFF F/R LCFF LEP LCFF F/R LCFF F/R Title I Part A: Allocation LCFF F/R	29,817.05 35,451.00 27,719.95 33,448.00 29,252.00 15,000.00 2886.00 15,090.00	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<ul style="list-style-type: none"> <li>Teacher Assistants (Bilingual) will be provided to classrooms to support struggling students.</li> <li>The Student Study Team (SST) Process will be refined as needed to ensure students working below grade level are referred and identified interventions are in place in the classroom. Follow up SSTs will be scheduled when interventions need to be adjusted or added. Full Day SSTs will be offered 1-2 times a month.</li> <li>Every student will have a intervention folder to monitor their participation and success of interventions.</li> </ul> <p>Intervenciones oportunas:</p> <p>Un proceso de intervención sistemática, después de la Respuesta a la Intervención (RTI), se creará y implementado para apoyar a todos los estudiantes para no se realizan por debajo del nivel de grado:</p> <ul style="list-style-type: none"> <li>Se identificaron intervenciones que apoyar a cada uno de los tres niveles de la RTI modelo</li> <li>A través del programa de intervención iReady, todos los estudiantes serán seleccionados y colocados en uno de los tres niveles en ELA y Matemáticas. A cada estudiante se le recetó un curso de</li> </ul>					

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>instrucción a través del programa para llevar a a nivel de grado. Los profesores también tendrán la opción de proveer instrucción directa ( en lugar de o además de la línea instrucción ) a través de las lecciones proporcionadas con el programa iReady .</p> <ul style="list-style-type: none"> <li>• Trabajar con agencias, como Socios de Lectura, para atraer a voluntarios a trabajar con los estudiantes uno a uno o en grupo pequeño.</li> <li>• Soportes de intervención adicionales serán puesto a disposición de los estudiantes que apoyan todos tres niveles de intervención de apoyo tales como: ST Math , Día extendido / Escuela de Sábado oportunidades y Accelerated Reader .</li> <li>• Asistentes de Maestros (Bilingüe) serán proporcionadas a clases para apoyar estudiantes con dificultades.</li> <li>• Maestro de Recursos apoyará división aula, la enseñanza de matemáticas y apoyar la instrucción en grupos pequeños para clases intermedias.</li> <li>• El Equipo de Estudio Proceso Estudiantil ( SST) se ser refinado como sea necesario para asegurar que los estudiantes de trabajo por debajo del nivel de grado se refiere y intervenciones identificadas están en su lugar en el aula. Siga hasta TSM estarán</li> <li>• programada cuando las</li> </ul>					



Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>intervenciones tienen que ser ajustarse o incrementarse. Día TSM completos estarán ofrecido 1-2 veces al mes.</p> <ul style="list-style-type: none"> <li>Cada alumno dispondrá de una intervención carpeta para supervisar su participación y éxito de las intervenciones.</li> </ul>					
<p>DATA ANALYSIS:</p> <p>To determine the effectiveness of our instructional supports, opportunities for teachers to engage in Academic Conferences and Common Planning Time will be provided in order to:</p> <ul style="list-style-type: none"> <li>Analyze student work</li> <li>Engage in data analysis of grade level assessments and intervention supports</li> <li>Establish goals and create action plans for grade level standards</li> <li>Plan quality instruction</li> </ul> <p>ANÁLISIS DE DATOS:</p> <p>Para determinar la eficacia de nuestro apoyos educativos, oportunidades para los profesores a participar en Conferencias académicas y tiempo de planificación común será proporcionado con el fin de:</p> <ul style="list-style-type: none"> <li>Analizar el trabajo del estudiante</li> <li>Participar en el análisis de datos de nivel de grado evaluaciones y apoyos</li> </ul>	Teachers, Instructional Aides, Administration	<p>Substitutes</p> <p>Articulation</p> <p>Leadership Stipends</p>	<p>LCFF F/R</p> <p>Title I Part A: Allocation</p> <p>LCFF F/R</p>	<p>25,000.00</p> <p>4,490.98</p> <p>7000.00</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	
<p>de intervención</p> <ul style="list-style-type: none"> <li>• Establecer metas y crear planes de acción para estándares de nivel de grado</li> <li>• Instrucción de calidad del Plan</li> </ul>					
<p>Technology will be implemented in all classrooms to increase engagement and authentic student products to demonstrate understanding.</p> <p>Instructional materials will be purchased to support classroom instruction and student interventions</p> <p>La tecnología se aplicará en todas las salones para incrementar la participación y productos de los estudiantes auténticos que demuestren comprensión.</p> <p>Los materiales didácticos serán adquiridos a instrucción en el aula de apoyo y estudiantes intervenciones</p>	Teachers, Instructional Aides, Administration	<p>Instructional Materials</p> <p>Copier Rental</p>	<p>Title I Part A: Allocation</p> <p>LCFF F/R</p> <p>LCFF F/R</p>	<p>4.00</p> <p>17,870.00</p> <p>3,500.00</p>	
	Resource teachers and classroom teachers and Training Specialist				

## Planned Improvements in Student Performance

### School Goal #2

<b>District/LCAP GOAL:</b>
Action 2.1: Students will be provided cleaner better maintained learning environments.
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.
Action 3.2: Stakeholders will receive improved district and site communications including translation/interpretation services.
<b>SCHOOL GOAL #2:</b>
Develop a safe, caring and welcoming school learning environment that supports Pacific students and families.
<b>Data Used to Form this Goal:</b>
Behavior data, parent engagement data, achievement data, attendance data
<b>Findings from the Analysis of this Data:</b>
There is a low level of parent engagement and a high number of suspension and attendance concerns.
<b>How the School will Evaluate the Progress of this Goal:</b>
Monitoring of data, student surveys, attendance data
<b>Parent Engagement Activities Related to this Goal:</b>
Parent coffees, engagement activities, conferences
<b>For Schools in Program Improvement: How does this goal address the school's program improvement issues?</b>
We know students cannot learn if they are not in school. The high number of suspensions and attendance concerns are a factor. Additionally, lack of meaningful relationships with parents have cause for a low engagement level. We believe focus on interventions for behavior and attendance will support students being in school.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>Develop and implement practices that create a safe and caring school:</p> <ul style="list-style-type: none"> <li>• Implement clear and consistent procedures for all areas of school</li> <li>• Offer multiple opportunities to recognize students for good choice making and improved achievement</li> <li>• Establish a safety committee that meets monthly to develop a safe schools plan</li> <li>• Create a school wide discipline policy</li> <li>• Administration will identify alternatives to suspension and analyze suspension offenses to determine ways to prevent suspensions (with support of safety committee)</li> </ul> <p>Desarrollar e implementar prácticas que crear una escuela segura y el cuidado:</p> <ul style="list-style-type: none"> <li>• Implementar clara y consistente procedimientos de todas las áreas de la escuela Ofrecer múltiples oportunidades para reconocer a los estudiantes para una buena elección</li> <li>• decisiones y mejorar el rendimiento</li> <li>• Establecer un comité de seguridad que se reúne mensualmente para desarrollar una caja fuerte escuelas planean</li> <li>• Crear una política de disciplina para toda la escuela Administración identificar alternativas a la suspensión y analizar suspensión delitos para determinar las formas de prevenir suspensiones (con el apoyo de la</li> </ul>					

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
seguridad comité)					
<p>Develop and implement practices that create a welcoming school and strengthen relationships with the school community:</p> <ul style="list-style-type: none"> <li>Pacific Staff will engage in Home Visits</li> <li>Provide funding for a School Community Liaison to assist with student recognition and family events</li> <li>Parent Orientation for all families to be held in August</li> <li>Create a Pacific Parent Volunteer Program that includes opportunities for Room Parents</li> <li>Create a Parent Resource Center</li> <li>Add a program for Pacific Dads to become involved in the school</li> <li>Parent Events will be planned at different times of the day to be sensitive to demands and conflicts in family schedules</li> <li>Provide translation services from SCUSD approved translators</li> <li>Provide families and students with additional resources and services</li> </ul> <p>Desarrollar e implementar prácticas que crear una escuela acogedora y fortalecer las relaciones con la comunidad escolar:</p> <ul style="list-style-type: none"> <li>Pacífico personal participará en visitas a domicilio</li> <li>Proporcionar fondos para una escuela</li> </ul>		<p>Translation Services LCFF LEP 4,000.00</p> <p>Parent Engagement Title I Part A: Allocation 4,600.00</p> <p>LCFF F/R 3,000.00</p> <p>Nurse LCFF F/R 20,799.00</p> <p>School Community Liaison Per Diem LCFF F/R 15,000.00</p> <p>Student Support Center Coordinator Title I Part A: Allocation 66,571.97</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	
<p>Enlace con la comunidad para ayudar a reconocimiento de estudiantes y eventos familiares</p> <ul style="list-style-type: none"> <li>• Orientación para padres de todas las familias a ser celebrada en agosto</li> <li>• Crear un padre voluntario del Pacífico Programa que incluye oportunidades para padres de Salón</li> <li>• Creación de un Centro de Recursos para Padres</li> <li>• Añadir un programa para Pacific papás involucrarse en la escuela Se planificarán Padres Eventos en diferentes momentos del día para ser sensible a las demandas y conflictos en horarios de la familia</li> <li>• Proporcionar servicios de traducción de Traductores aprobados SCUSD</li> <li>• Proveer a las familias y estudiantes con recursos y servicios adicionales</li> </ul>					
<p>Support a school-wide reading culture</p> <ul style="list-style-type: none"> <li>• Implementation of Accelerated Reader for all students</li> <li>• Students will receive a reading level from the initial testing and teachers will set monthly goals</li> <li>• Monthly celebrations will be held for students who meet their monthly goal</li> </ul> <p>Apoyar una cultura de la lectura en toda la escuela</p>		Library Media Tech Per Diem	Title I Part A: Allocation	26,600.00	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<ul style="list-style-type: none"> <li>Implementación de Accelerated Reader para todos los estudiantes</li> <li>Los estudiantes recibirán un nivel de lectura de las pruebas y los maestros inicial se establecer metas mensuales</li> <li>Celebraciones mensuales se mantendrán durante los estudiantes que cumplan su meta mensual</li> </ul>					
<p>Improve attendance for all students</p> <p>Create incentives for students with perfect attendance each month and trimester Follow district process for families violating attendance procedures</p> <p>Mejorar la asistencia de todos los estudiantes Crear incentivos para que los estudiantes asistencia perfecta cada mes y trimestre Siga el proceso del distrito para las familias viola los procedimientos de asistencia</p>		Student Incentives	LCFF F/R	2000.00	

## Planned Improvements in Student Performance

### School Goal #3

<b>District/LCAP GOAL:</b>
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
<b>SCHOOL GOAL #3:</b>
Develop and implement a decision-making process that includes participation from staff and parents.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
SBDM minutes
<b>Parent Engagement Activities Related to this Goal:</b>
SBDM committee
<b>For Schools in Program Improvement: How does this goal address the school's program improvement issues?</b>



Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Continue implementation of Site Based Decision Making model  Continuar con la implementación de las instalaciones De acuerdo Toma de Decisiones modelo					

**Summary of Expenditures in this Plan**

**Total Expenditures by Funding Source**

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
LCFF F/R	192,231.00
LCFF LEP	72,899.00
Title I Part A: Allocation	149,967.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

Goal Number	Total Expenditures
Goal 1	272,526.03
Goal 2	142,570.97

## 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
Shana Henry, Ed.D.	X				
Carole Chivaro		X			
Curtis Stansfield		X			
Lorrinda Johnson		X			
Rosy Garcia			X		
Jacqueline Rodriguez			X		
Cheryl Gardner				X	
Elsa Juarez				X	
Remedios Mendoza				X	
Victoria Camargo				X	
Karen Casillas				X	
Eduardo Camargo				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:

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):**

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):	_____
	Site Based Decision Making (SBDM)	_____
		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 06/04/2014.

Attested:

Oscar Garcia

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Victoria Camargo

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## Annual Evaluation – REQUIRED Spring 2016

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?

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:

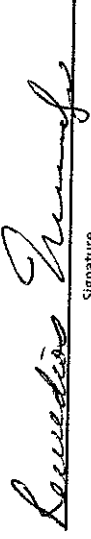
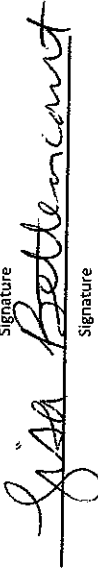
Eliminating it from next year's plan

Continuing it with the following modifications:

## 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):
 

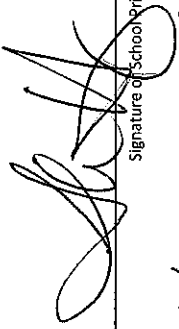
<input checked="" type="checkbox"/>	English Learner Advisory Committee	<u></u> Signature
<input type="checkbox"/>	Special Education Advisory Committee	_____ Signature
<input type="checkbox"/>	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
<input checked="" type="checkbox"/>	Other committees established by the school or district (list): Site Based Decision Making (SBDM)	<u></u> 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 06/04/2014.

Attested:



Shana Henry, Ed.D.

Typed Name of School Principal




Signature of School Principal

1/28/15

Date

Victoria Camargo

Typed Name of SSC Chairperson



Signature of SSC Chairperson

1-28-2015

Date