

The Single Plan for Student Achievement

School: Bret Harte Elementary
CDS Code: 34-67439-6033807
District: Sacramento City Unified School District
Principal: James Tucker
Revision Date: March 30, 2016

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)

Our Vision is that Bret Harte is a safe, caring community where the whole child learns, dreams and is inspired to succeed!

Our goal at Bret Harte Elementary School is to maximize the unique potential of each and every child in a happy and secure environment. We believe that our students will be the responsible, contributing decision-makers of the future who will improve and strengthen.

Bret Harte Elementary School is a K-6 public school with two hundred and ninety-four students. Our students reside primarily in the Oak Park and Curtis Park communities. Approximately 90% of our students qualify for free or reduced lunch. Approximately 25% of our students are English learners. Students at Bret Harte benefit from a number of programs that are designed so that we can attempt to meet their individual needs. These programs include: Student Support Center, Extended Day Tutoring and Mentoring, and a computer technology lab. We adhere to the core curriculum for the district, with Open Court 2002 as our reading program and Envision as our math program. All students grade 1-6 benefit from our music prep programs. We are proud of our wide range of programs, as we attempt to provide the best education for each of our students.

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	61	49	61	48	61	48	100.0	98
Grade 4	59	52	56	51	55	51	94.9	98.1
Grade 5	50	54	48	51	48	51	96.0	94.4
Grade 6	49	47	49	46	49	46	100.0	97.9
All Grades	219	202	214	196	213	196	97.7	97

* 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	2337.5	2337.4	2	2	5	8	30	23	64	67
Grade 4	2378.8	2406.4	2	6	13	27	20	12	64	55
Grade 5	2421.1	2439.5	4	8	10	18	25	24	60	51
Grade 6	2452.6	2480.7	2	4	18	22	18	30	61	43
All Grades	N/A	N/A	2	5	11	19	23	22	63	54

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	2	6	33	27	66	67
Grade 4	5	8	29	35	65	57
Grade 5	6	12	29	27	65	61
Grade 6	2	9	33	46	65	46
All Grades	4	9	31	34	65	58

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	0	0	34	31	66	69
Grade 4	4	14	35	33	62	53
Grade 5	4	14	31	39	65	47
Grade 6	4	2	29	46	67	52
All Grades	3	8	32	37	65	55

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	3	2	48	65	49	33
Grade 4	2	0	55	67	44	33
Grade 5	4	12	48	41	48	47
Grade 6	2	11	63	63	35	26
All Grades	3	6	53	59	44	35

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	0	2	46	38	54	60
Grade 4	9	12	42	45	49	43
Grade 5	6	16	52	49	42	35
Grade 6	10	13	57	67	33	20
All Grades	6	11	49	49	45	40

Conclusions based on this data:

1. Students in 3rd grade are performing the lowest compared to the rest of the school; and worse in writing.
2. Students in 4th grade performed higher in Research/Inquiry but the worse in Reading.
3. Students in 5th grade performed the highest in Reading and Research/Inquiry and students in 6th grade performed the best in Research/Inquiry and worse 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	61	49	61	48	61	48	100.0	98
Grade 4	59	52	56	51	56	51	94.9	98.1
Grade 5	50	54	48	51	48	49	96.0	94.4
Grade 6	49	46	49	45	49	44	100.0	97.8
All Grades	219	201	214	195	214	192	97.7	97

* 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	2336.0	2339.9	0	0	7	17	21	13	72	71
Grade 4	2402.3	2390.9	4	0	9	6	39	37	48	57
Grade 5	2415.6	2427.6	4	0	4	8	23	27	69	65
Grade 6	2441.8	2458.0	2	5	12	16	31	20	55	59
All Grades	N/A	N/A	2	1	8	11	29	24	61	63

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	2	4	20	23	79	73
Grade 4	4	2	32	20	64	78
Grade 5	6	4	15	22	79	73
Grade 6	4	14	31	20	65	66
All Grades	4	6	24	21	72	73

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	0	2	28	21	72	77
Grade 4	4	2	27	39	70	59
Grade 5	4	2	27	29	69	69
Grade 6	2	7	41	34	57	59
All Grades	2	3	30	31	67	66

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	3	8	34	46	62	46
Grade 4	5	2	34	33	61	65
Grade 5	4	0	27	35	69	65
Grade 6	2	7	45	36	53	57
All Grades	4	4	35	38	61	58

Conclusions based on this data:

1. Overall, students did worse in concepts and Procedures and best in Communication Reasoning.

2. Students in 3rd grade had the highest number of students who did not meet standard where 6th graders had the highest performance.

School and Student Performance Data

2015 Accountability Progress Reporting

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

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K						40	10	14	20	20	43	20	70	43	20
1		29		10	14	33	40	14	50	30	29	17	20	14	
2							43	22	63	14	56	25	43	22	13
3		8		13	15	29	38	23	29	19	31		31	23	43
4			8	18	18	17	45	27	33	27	18	17	9	36	25
5	20			27	22	36	33	67	14	7	11	29	13		21
6	18		13	18	13	13	36	63	63	18		13	9	25	
Total	6	5	3	13	13	23	36	33	37	18	27	18	28	23	18

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	70	51	48
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	70	51	48
Number Met	27	22	25
Percent Met	38.6%	43.1%	52.1%
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	61	24	45	17	35	20
Number Met	5	--	7	3	6	4
Percent Met	8.2%	--	15.6%	17.6%	17.1%	20.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	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

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	712		688		712			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 th 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)		14.20%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	94.22%							

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	5.9							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			0.0%					
	API	Maintain: ALL, EL, SES until API is revised	712		688		712			
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?

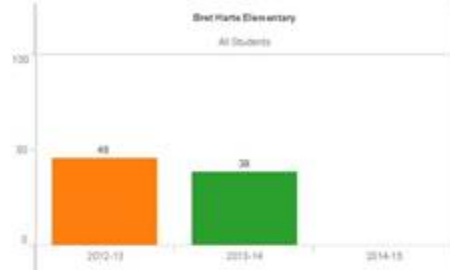
Since the end of STAR testing the students scores showed that they did not meet the targets, especially in ELA.

School and Student Performance Data

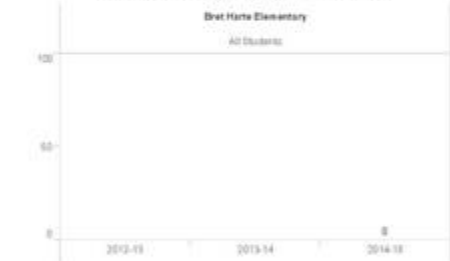
LCFF State Priorities Snapshot

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

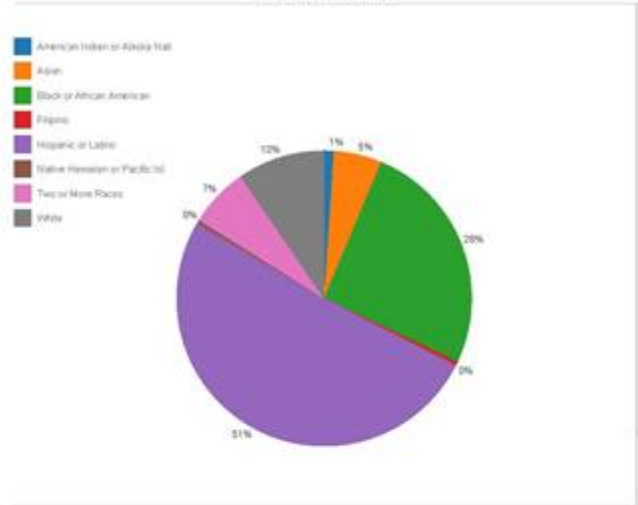
	All Students		
	2012-13	2013-14	2014-15
Bret Harle Elementary	15 3.4	25 5.8	1 0.3

Number and Percent of Students Expelled

	All Students		
	2012-13	2013-14	2014-15
Bret Harle Elementary	0 0.0%	0 0.0%	0 0.0%

Enrollment by Race/Ethnicity

Bret Harle Elementary



Enrollment by Program Eligibility

	2012-13 Bret Harle Elementary	2013-14 Bret Harle Elementary	2014-15 Bret Harle Elementary
English Learners	71	94	
Foster Youth		2	
Socioeconomically Disadvantaged	401	329	
Students with Disabilities	30	28	

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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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.

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: Allocation	\$55,919	0.00
LCFF F/R	\$77,672	0.00

Planned Improvements in Student Performance

School Goal #1

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 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.
LEA Plan Goal Alignment
SCHOOL GOAL #1:
The staff will implement Common Core standards in all curricular areas which will include the development of higher order thinking and collaboration skills to promote problem solving. The teaching and learning strategies will be researched based so that all students with different needs and abilities are challenged throughout each lesson.
Data Used to Form this Goal:
CAASPP Data
Findings from the Analysis of this Data:
3rd grade is the lowest performing compared to all other grade levels. Writing across all grade levels is the area of focus.
How the School will Evaluate the Progress of this Goal:
Formative and Summative assessments will be utilized to assess student progress in addition to classroom observations.
Parent Engagement Activities Related to this Goal:
Parent workshops on developing writers.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
This will assist the school in meeting their goal by address the greatest area of need. Since the majority of these skills in writing and reading this will be a skill that can be effective in cross curricular.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Teachers will set individual student goals for ELA and math based on student's work and current data sources.	Teachers/Principal				
Every six-eight weeks, teachers will review multiple measures of student achievement data to evaluate the progress students have made towards meeting their goals.	Teachers/Principal				
Structure Collaborative discussions to increase critical thinking across the curriculum using Common Core Standards.	Teachers/Principal				
Teachers will discuss/share how they use appropriate questioning strategies to promote higher level thinking. Teachers will co-plan/co-teach with district specialists to increase the amount of collaborative discussion lessons.	Principal and teachers				
We will purchase laptops for the teachers so they have access to technology to support online lesson plans, online educational sites, and district curriculum online.	Principal		LCFF F/R	15,000	
We will purchase Apple TVs in order to support technology use for teachers.	Principal		LCFF F/R	1,000	
Add more chapter books to Library(Intermediate)	Principal		LCFF F/R	2,000	
Professional Development for Science	Principal		LCFF F/R	500	
Collaborative Time for Teacher Planning using district Training Specialists and Curriculum Maps.	Principal and Teachers		Title I Part A: Allocation	12,284	
Anchor Texts for ELA			LCFF LEP	5613	
			LCFF F/R	5387	
Chromebook Cart	Principal and Teachers		LCFF LEP	3000	
			LCFF F/R	8000	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Deposit for Sly Park					
Laptop Equipment, New Document Cams and Projectors			LCFF - Supplemental	1000	
			LCFF - Base	2000	
Additional Supplies for CCS			LCFF - Base	570	
			LCFF - Supplemental	1613	

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
LEA Plan Goal Alignment
1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.
SCHOOL GOAL #1:
Students who are not making adequate progress will be provided support through interventions.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Interim assessments will be used every six to eight weeks.
Parent Engagement Activities Related to this Goal:
Provide training to parents on understanding Common Core Standards.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
This goal will increase the number of students who are Meeting Standards

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Plan for increased differentiation in the classroom, especially as it relates to common core standards using the Data Inquiry Process within CPT. Teachers will collaborate and plan using grade level standards to guide instruction. Teachers will ensure that students justify their responses with evidence.	Teachers/ Principal/ Intervention teacher, Instructional aides	Instructional Aides Planning time Materials	LCFF F/R N/A Title I Part A: Allocation	13,264 7061	On going assessments
All teachers will receive SCOE training to broaden their knowledge and also to collaborate around strategies for supporting students to higher levels of critical thinking.	Teachers/Principa l	CPT/Lesson Studies	Title I Part A: Allocation	5592	Walk Through notes Planning notes Student interim assessments
The library will be assessable to all students, staff and parents so that students can exposure to the various genres of literature.	Teacher/Principal /Library Media Tech	Library Media Tech	Title I Part A: Allocation LCFF F/R	3568 6926	
Integration of Technology into the curriculum will also be supported by ensuring that students have access to updated software and/or apps.	Principal, Teachers	Materials	Title I Part A: Allocation	500	
Small group reading intervention for 60 students 1st-4th grade; 1 to 1 tutoring by Reading Partners	Principal, Reading Partner Coordinator, Teachers	Reading Partners Reading Partners	LCFF LEP LCFF F/R	2,900 7,100	
Increase RSP aide 1 hour	Principal		LCFF LEP	2,000	
After School Tutoring	Principal and Teachers		LCFF F/R	1,000	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
			LCFF LEP	1,000	

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
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.
LEA Plan Goal Alignment
SCHOOL GOAL #3:
Parents, teachers, administrators and support staff will work collaboratively to promote a positive and engaging school climate.
Data Used to Form this Goal:
Student Referrals, suspensions, attendance rate.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Parent Engagement Activities Related to this Goal:
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
The school will emphasize on character education as well as academic achievement, student effort and attendance.	Principal and all staff				
The student support center will provide mentoring, counseling, psycho education groups, health education and screenings, family support basic needs services, and case management to maximize wellness and increase achievement.	Principal and Student Support Center	Learning Support	LCFF F/R	10795	Monthly reports
		Learning Support	Title I Part A: Allocation	25187	
Teachers and staff will support and implement District attendance process including sending attendance letters, SART, SARB, etc. in addition to implementation of positive interventions by administrators and the Student Support Center.	Principal, Student Support Center, staff				
Parent Workshops to address the concerns regarding attendance, Common Core Instruction and community service	Principal, Student Support Center	Parent Workshops, stamps, materials	Title I Part A: Allocation	1727	Sign in sheets, surveys
The school will provide extra yard duty supervision at morning and afternoon recess. It will be one additional hour of supervision,			LCFF F/R	2,000	
School will provide food for Parent Meetings			LCFF - Supplemental	150	
Snack for CAASP testing for students					

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	77,672.00
LCFF LEP	17,126.00
Title I Part A: Allocation	55,919.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,097.00
Goal 2	50,911.00
Goal 3	39,709.00

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
Leticia Charles				X	
Sonia Carrillo				X	
Sonia Martinez				X	
Veronica Perez				X	
Gerine Willimas				X	
Lorena Carrillo	X				
Chloe Stidger		X			
Julie Hertzig		X			
Karen Lim		X			
Onethia Riley			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
	Other committees established by the school or district (list):	_____
		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 June 9, 2016.

Attested:

James Tucker

Typed Name of School Principal

Signature of School Principal

Date

Gerine Williams

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?

Teachers participated in Grade level Collaboration time that was supported by early release days and an after school per diem offered to all teachers. This collaboration time was focused on Common Core Standards and Planning using STEM curriculum, Curriculum Maps, SPIRAL, and teacher expertise in subject matters.

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

Giving students extra time to complete the assignments.

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
- 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
- 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:
Continue creating a staff that regularly meets and collaborates with grade level teams, developing curriculum with a Common Core focus, and focusing on engaging hands on lessons.

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	_____	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
	Other committees established by the school or district (list):	_____	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 June 9, 2016.

Attested:

Lorena Carillo

Typed Name of School Principal

Lorena Carillo
Signature of School Principal

6/9/16
Date

Leticia Charles

Typed Name of SSC Chairperson

Leticia Charles
Signature of SSC Chairperson

6-09-16
Date