

The Single Plan for Student Achievement

School: Caleb Greenwood Elementary School
CDS Code: 34-67439-6033815
District: Sacramento City Unified School District
Principal: Erin Hanson
Revision Date: Jan 21, 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)

Vision:

Through the collaborative efforts of teachers, students, parents, and other staff, Caleb Greenwood provides a rigorous program of inquiry with a global perspective. Students are actively engaged in a balanced curriculum that embraces critical thinking, open mindedness and reflection, preparing them for success in college and their chosen careers.

Mission:

To support this vision, we will use a constructivist approach to inspire critical thinking, problem solving, and collaboration; successfully complete the requirements for becoming an IB World School; at every grade level, plan, teach, and reflect on all six IB Transdisciplinary Units; develop productive, responsible, and caring citizens who embrace global diversity and multiple perspectives.

For more than six decades, Caleb Greenwood has served the families of River Park and the surrounding area in Sacramento, CA. A collaborative staff and strong parent support create an educational experience for students in grades K-6 that guides them to succeed both academically and socially. Teachers, support staff and paraprofessionals work together to align and differentiate curriculum that meets the needs of all students. As a full inclusion school, Caleb Greenwood serves students of all abilities, including those that are GATE-identified and those with IEPs, in the same classroom with differentiated instruction, individualized GATE learning plans, and co-teaching support from Special Education teachers and aides.

Caleb Greenwood is a candidate school for the International Baccalaureate (IB) Primary Years Program and is pursuing authorization as an IB World School. IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programs of international education that share a powerful vision. The IB Program Years Program (PYP) is a curriculum framework designed for students ages 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is defined by six transdisciplinary themes of global significance, explored using knowledge and skills derived from content subject areas, with a powerful emphasis on inquiry-based learning. Elements of the IB PYP at Caleb Greenwood also include: integration of national and local content standards and curricula; Spanish immersion program for all students; STEAM program (Science, Technology, Arts, Engineering and Mathematics); Culture Club learning exchange (a collaborative partnership with Sac State International Students); Caleb Cares Community Action Club; monthly internationally-related events; interactive IB family night; school Wellness Policy; student-led conferences; and student council and leadership.

Caleb Greenwood is a warm, welcoming school community that also offers many opportunities for students and families to gather and interact outside of the school day.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	828	820	819
African American	735		
American Indian			
Asian	854		
Filipino			
Hispanic	789		
Pacific Islander			
White	855		
Socioecon Disadvantaged	767		
English Learners	739		
Students w/ Disabilities	670		

*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	
	#	%	#	%	#	%	#	%	#	%	#	
K										*****	***	*****
1			*****	***						*****	***	*****
2			1	25	1	25			2	50	4	
4			*****	***						*****	***	*****
5					*****	***				*****	***	*****
6			4	67	1	17			1	17	6	
Total			7	35	3	15			10	50	20	

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
Targets	56%	20.1%	45.1%	78.0%	78.2%
# Annual Testers	24	24	24	24	24
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	24	13	13		
# Met AMAO	--	--	--		
% Met AMAO	--	--	--		

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
Targets	57.5%	21.4%	47.0%	89.0%	89.1%
# Annual Testers	16	16	16	16	16
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	16	13	9		
# Met AMAO	--	--	--		
% Met AMAO	--	--	--		

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
Targets	59.0%	22.8%	49.0%	100%	100%
# Annual Testers	6	6	6	6	6
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	6	9	4		
# Met AMAO	--	--	--		
% Met AMAO	--	--	--		

*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	828		739		767			
	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)		5.40%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	96.48%							

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	1.4							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			13.8%					
	API	Maintain: ALL, EL, SES until API is revised	828		739		767			
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

Goal 1: Increase percent of students who are on track to graduate college and career ready.

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.

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.

2015-16 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF LEP	3,047	0.00
LCFF F/R	29,319	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 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.
SCHOOL GOAL #1:
Improve student achievement and increase student engagement. Continue to implement and improve our inquiry-based approach to instruction that develops critical thinking, problem solving, and meaningful student collaboration and reflection. Both Common Core State Standards and IB Standards and Practices for PYP Schools will be used to guide this work. We will remain a collaborative, committed team of professionals and use multiple measures of assessment data, including authentic formative and summative assessment, curriculum-embedded assessments, district benchmark assessments, and standardized assessments, to guide our planning and reflection process.
Data Used to Form this Goal:
Staff and parent surveys; IB PYP consultant feedback; classroom formative and summative assessments
Findings from the Analysis of this Data:
School needs to provide more opportunities for students to develop and demonstrate critical thinking; provide consistent collaboration expectations and opportunities for teachers to plan, pace, and reflect on IB Units and inquiry-based instruction; provide ongoing professional development in inquiry-based instruction, Common Core Standards, unit planning, and balanced literacy; provide supplemental instructional materials to support IB Units; and continue to support strategies to improve inclusive practices, specifically GATE Learning Plans and full inclusion co-teaching.
How the School will Evaluate the Progress of this Goal:
Progress will be evaluated using multiple measures of assessment data, including authentic formative and summative assessment, curriculum-embedded assessments, district benchmark assessments, and standardized assessments.
Parent Engagement Activities Related to this Goal:
Parent engagement efforts will include surveying parents; showcasing student work at conferences and events; sharing focus of staff professional development; providing Common Core training and support; updating and displaying IB PYP Program of Inquiry; featuring IB Learner Profile focus weekly parent newsletter; acquiring input from GATE Advisory Committee; educating parents about inclusive practices and co-teaching models; and regularly communicating student progress and performance.
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	Target Student Sub Group	
Teachers will attend collaborative planning meetings (Common Planning Time) focused on the implementation of Common Core Standards and IB Programs and Practices. Structure and schedule of these meetings will be determined by staff at the beginning of the school year.	All teachers	Copier rental to support student instruction	LCFF F/R	2000	All	Aug 2015: CPT schedule established
		Laminator rental to support student instruction	LCFF F/R	2000	All	Dec 2015: All grade level teams have completed at least nine CPT hours focused on CCSS and IB implementation May 2016: All grade level teams have completed at least 18 CPT hours focused on CCSS and IB implementation
All teachers receive six hours release time every six weeks to collaboratively reflect and revise IB PYP Transdisciplinary Units. Teachers will attend three days of summer inservice focused on IB and inquiry-based instruction.	All General Ed Teachers PYP Coordinator	Substitute teachers	LCFF F/R	10000	All	Aug 2015: All teachers attend inservice held on inquiry and IB PYP Standards and Practices Dec 2015: All grade level teams have met with coordinator to plan and reflect on units taught thus far May 2016:
		Staff Development (five hours, curriculum rate for teachers)	LCFF F/R	2500	All	
		Professional Development Materials	LCFF F/R	500	All	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
					All grade level teams have met with coordinator to plan and reflect on all six IB PYP Units
All teachers will receive on-site professional development on ELA and Math Common Core Standards, facilitated by principal and teacher leaders attending district-wide leadership training series.	Principal ELA & Math Common Core leadership teams				Oct 2015: Leadership Teams have attended first trainings and presented to new learnings/strategies to staff Dec 2015: All teachers have analyzed instructional practices and student work through the lens of ELA and Math CCSS and developed instructional tasks that meet the rigor of CCSS May 2016: All teachers have continued to develop instructional tasks that meet the rigor of CCSS
General education and special education teachers use co-teaching strategies to provide accommodations and interventions to students with special	All teachers				Aug 2015: Classes balanced to reflect full inclusion model and co-

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
needs and other students with specific learning needs.					<p>teaching schedule is in place</p> <p>Dec 2015: General Ed and Special Ed teachers collaborate to provide differentiated instruction and monitor student progress</p> <p>May 2016: General Ed and Special Ed teachers have continued to collaborate to provide differentiated instruction and monitor student progress</p>
GATE Identified students will have Individual GATE Learning Plans aligned with IB that encourage deeper inquiry and articulate individual learning goals and accommodations. Teachers will provide parents with information and strategies aligned with IB units to encourage and facilitate inquiry and action at home and school.	Principal All teachers				<p>Aug 2015: GATE Learning Plans have been revised to align with IB PYP and encourage depth of study.</p> <p>Oct 2015: Teachers have completed, discussed, and implemented GATE Learning Plans for every GATE-</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 Sub Group	
						<p>identified student in their class; teachers are encouraging depth of study for GATE students and communicating expectations and opportunities for depth through grade level unit newsletters</p> <p>June 2016: All GATE-identified students have a learning plan in place that has been implemented throughout the year, with goals/strategies updated each trimester; parents have received grade level newsletters for each unit</p>
Supplemental instructional materials and classroom books will be purchased to support units of study aligned to Common Core and IB Standards and Practices.	All teachers	Instructional Materials	LCFF F/R	8000	All	<p>Aug 2015: Each teacher given \$200 budget</p> <p>Dec 2015: Grade level teams have identified supplemental texts needs to teach IB Units and CCSS</p> <p>May 2016:</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	
					Supplemental materials for all six IB PYP Units have been purchased

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
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 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 3.2: Stakeholders will receive improved district and site communications including translation/interpretation services.
SCHOOL GOAL #2:
Implement and improve our International Baccalaureate Primary Years Program, engaging students, parents, and teachers in the process and focusing on the instructional shifts necessary for an inquiry-based model of instruction.
Data Used to Form this Goal:
Staff and parent surveys; IB PYP consultant feedback; classroom formative and summative assessments
Findings from the Analysis of this Data:
School needs to develop and implement a technology plan including benchmark skills for each grade level and clearly articulated opportunities for students to interact with technology to support learning; provide ongoing professional development to build teacher capacity to implement inquiry-based instruction and the IB PYP; continue to implement and communicate both the Assessment Policy and Language Policy; and provide after school enrichment opportunities that promote engagement with the IB PYP.
How the School will Evaluate the Progress of this Goal:
Progress will be evaluated using multiple measures of assessment data, including authentic formative and summative assessment, curriculum-embedded assessments, district benchmark assessments, and standardized assessments
Parent Engagement Activities Related to this Goal:
Parent engagement will include providing frequent IB PYP updates to parents and community; sharing assessment policy with parents and introducing them to student portfolios; highlighting IB Unit and Learner Profile in weekly parent newsletter; updating and displaying IB PYP Program of Inquiry; sharing Technology Plan; highlighting focus of Spanish instruction in weekly parent newsletter; sharing IB and event information on the school web site and Facebook page; providing enrichment opportunities based on parent and student surveys; and publicizing enrichment opportunities to school community.
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	
All students and teachers will receive support and coaching for integrating inquiry, arts, and technology with the IB Unit Themes and Lines of Inquiry.	PYP Coordinator	District Funded			<p>Aug 2015: PYP Coordinator roles revised and shared with staff. Schedule for support established</p> <p>Dec 2015: PYP Coordinator has provided inquiry, arts, and technology support for every unit taught thus far</p> <p>May 2016: PYP Coordinator has provided inquiry, arts, and technology support for every unit taught thus far</p>
Principal will facilitate ongoing professional development on IB PYP Standards and Practices, supporting teachers in making the transition to an inquiry-based model of instruction that utilizes technology and other supplemental resources.	Principal PYP Coordinator All teachers				<p>August 2015: All teachers attend inservice focused on inquiry</p> <p>Dec 2015: All teachers have received support and coaching on implementing inquiry and technology in their IB PYP Units</p> <p>May 2015: IB</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 Sub Group	
						Program of Inquiry shows integration of inquiry and technology in every IB PYP Unit.
Teachers will continue to advance their training in the Standards and Practices of the IB Primary Years Program by attending IB professional development sessions	Principal PYP Coordinator Teachers	IB Conference Fees IB Conference Fees	LCFF F/R LCFF LEP	4319 3047	All All	Sept 2015: Schedule established for participation in IBO training, based on teacher and school needs Jan 2015: Coordinator and principal are signed up for or have attended an IBO training this academic year June 2016: Several teachers, coordinator, and principal are scheduled to attend summer IBO training
Develop a school-wide Technology Plan, articulating benchmark expectations for students at each grade level, expectations for IB Units with technology instruction and use embedded, and specific training opportunities for teachers.	Principal PYP Coordinator All teachers					August 2015: Technology Plan developed Dec 2015: Technology Plan shared with parents; all

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>teachers have received support and coaching on implementing inquiry and technology in their IB PYP Units</p> <p>May 2015: IB Program of Inquiry shows integration and inquiry and technology in every IB PYP Unit.</p>
Implement school-wide Assessment Policy, improving how we assess students and how we communicate progress to parents and students.	PYP Coordinator All teachers IB Leadership Team				<p>Aug 2015: Teachers provided with refresher on Assessment Policy</p> <p>Dec 2015: Rubrics developed to assess all five Essential Elements of the IB PYP</p> <p>May 2016: Teachers have used Essential Elements rubrics to assess and communicate student performance and progress</p>
Further implement and support school-wide Language Policy, meeting students' development of language in the language of instruction (English), a second language	PYP Coordinator Principal All teachers				<p>August 2015: Spanish schedule developed</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	
(Spanish), and for EL students, instruction in their first language. Kindergarten students will receive 30 minutes of Spanish immersion weekly and 1st-6th grade students will receive 60 minutes weekly.					<p>Sept 2015: All students 1st-6th receiving 30 minutes Spanish immersion instruction twice weekly, and kinder receiving 30 minutes once weekly.</p> <p>May 2015: Language Policy and Spanish Immersion program revised based on year two implementation</p>
Improve enrichment opportunities available for students after school in movement, writing, music, technology, and the arts.	Principal PYP Coordinator	PTSO Funding			<p>Sept 2015: After school enrichment programs are established, organized, and publicized to community</p> <p>Dec 2015: Students are regularly participating in after school programs</p> <p>May 2015: Survey conducted on effectiveness of and satisfaction with after school</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	
					offerings
A variety of multi-media communication tools are used to inform community of IB PYP and events.	PYP Coordinator Principal				<p>Aug 2015: School web site and Facebook page revised to include IB updates and events</p> <p>Dec 2015: School web site and Facebook page continue to reflect events and ongoing progress. School tours scheduled and publicized to highlight IB program</p> <p>May 2015: Awareness of IB program in River Park and surrounding neighborhoods has increased</p>

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
Action 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.
SCHOOL GOAL #3:
Teachers, staff, administration, students, and families will strengthen our partnership and communication under a common goal of developing productive, responsible, and caring citizens who embrace global diversity and multiple perspectives, and take action in their communities and the world.
Data Used to Form this Goal:
Student, parent, staff feedback; behavior data
Findings from the Analysis of this Data:
School needs a focused, comprehensive approach to student social emotional learning that includes staff, students, and parents and is in alignment with the IB PYP framework.
How the School will Evaluate the Progress of this Goal:
Stakeholder surveys, behavior data, student recognition data
Parent Engagement Activities Related to this Goal:
Parent engagement will include highlighting monthly IB Learner Profil focus in weekly newsletter; communicating regularly regarding student behavior based on IB Learner Profile and Essential Agreements; publicizing community events; and sharing and reflecting on Wellness Policy.
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	
All students will receive social emotional learning instruction and support aligned with the IB Learner Profile and Personal, Social, and Physical Education (PSPE) Scope and Sequence and integrated with the themes and lines of inquiry from their IB Units.	Principal PYP Coordinator All teachers				<p>Aug 2015: Teachers attend inservice that includes session on IB Learner Profile and PSPE integration</p> <p>Dec 2015: All units taught thus far have IB Learner Profile and PSPE integrated</p> <p>June 2016: IB Learner Profile and PSPE integrated into all six IB Units in every grade level.</p>
The school will focus on the IB Learner Profile as a means to develop citizenship and build relational capacity among students. One attribute will be focused on each month, and both classroom and school-wide recognition and behavior supports will be based on the IB Learner Profile.	PYP Coordinator Principal All teachers				<p>Sept 2015: Schedule established for IB Learner Profile focus and monthly school wide experiences are planned; classroom and school wide behavior supports and recognition are in place based on the Learner Profile</p> <p>Dec 2015: School wide experiences have been held to</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>promote first four IB Learner Profile focus attributes; students have been recognized each month for demonstrating specific attributes</p> <p>June 2016: All ten IB Learner Profile attributes have been focused on and recognized through school-wide experiences; students have been recognized each month for demonstrating specific attributes</p>
All teachers establish Essential Agreements with their students, have positive behavior support systems based on the IB Learner Profile, and communicate regularly with parents about student social emotional learning and behavior.	All teachers Principal PYP Coordinator				<p>Sept 2015: In alignment with the IB PYP student-centered environment, all teachers collaboratively develop Essential Agreements with their students and communicate expectations to parents</p> <p>Jan 2016: Teachers evaluate effectiveness of</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>classroom management processes and behavior support systems; make revisions as needed for remainder of school year; and communicate expectations and outcomes with parents</p> <p>June 2016: Teachers and students reflect on effectiveness of Essential Agreements</p>
<p>A series of community events and school assemblies will be planned throughout the year to promote a thriving academic culture, increase parent engagement, and support the global perspective emphasized in the IB PYP.</p>	<p>Principal PYP Coordinator All teachers</p>				<p>Aug 2015: Calendar of events and assemblies distributed to staff and families; regular updates regarding community events sent out in weekly parent folder, email blasts, and parent phone messages</p> <p>Jan 2016: School events and assemblies are well attended and promote global understanding</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	
					June 2016: IB Leadership Team reviews effectiveness of events and assemblies and makes revisions for 2016-17 school year
All school events and activities will reflect the Wellness Policy updated by the Wellness Committee in 2014.	Wellness Committee Principal All teachers				Sept 2015: Wellness Policy reviewed and revised; distributed and discussed at Back to School Night Jan 2016: All school events and classroom celebrations have been consistent with school Wellness Policy June 2016: All school events and classroom celebrations have been consistent with school Wellness Policy; Policy reflected on and updated for 2016-17 school year
School will establish community partnerships with health care providers to	Principal Wellness				Jan 2016: Schedule health

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
bring health and wellness education to students, particularly to intermediate students.	Committee				education parent night and student sessions for 5th & 6th grade students Apr 2016: Health education provided to all 5th & 6th grade students

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	29,319.00
LCFF LEP	3,047.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,000.00
Goal 2	7,366.00

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
Erin Hanson	X				
Suzanne McKelvey		X			
Kim Burghraef		X			
Lucy Godegast		X			
Claudia Miller			X		
Kim DiGiorgio				X	
Leena Gurtis				X	
Anna Mushynski				X	
Michele Payne				X	
Ashley Stewart				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.

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**):

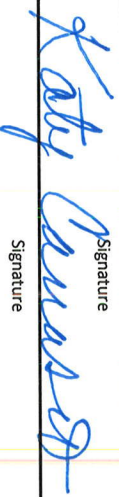
English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee


Signature

District/School Liaison Team for schools in Program Improvement

Signature

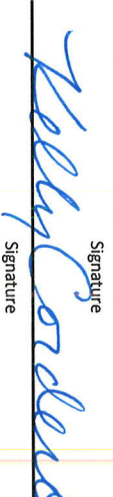
Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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


Signature

IB Pedagogical Leadership Team

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 February 26, 2015 .

Attested:

Erin Hanson

Typed Name of School Principal



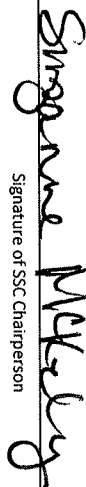
Signature of School Principal

2/26/15

Date

Suzanne McKelvey

Typed Name of SSC Chairperson



Signature of SSC Chairperson

2/26/15

Date