

# The Single Plan for Student Achievement

**School:** Caroline Wenzel Elementary School  
**CDS Code:** 34-67439-6033831  
**District:** Sacramento City Unified School District  
**Principal:** Yee Yang, Principal  
**Revision Date:** 1/14/2015

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)

Caroline Wenzel School is a caring community of students, parents, and staff dedicated to educational excellence. Staff, parents and students have worked to make Wenzel a place where students feel safe, where their voice is heard (Student Council, Peer Mediators), where they are recognized for citizenship, attendance and academic efforts and most of all a place to have FUN while learning! The culture and climate of Wenzel is built upon a frame of ethical leadership focused on the standards of commitment, duty, equity, integrity, ethical responsibility, and respect.

The State of California has awarded Wenzel an Academic Performance Index (API) score of 795 for the 2011-2012 school year. Support services for continuous improvement in student achievement are provided to students. Caroline Wenzel is one of a few schools in the district to be awarded the Reading Partners program. Reading Partners is a volunteer based program that provides reading tutoring and mentoring to students needing additional support. Class size is 32:1 in Kindergarten; 31:1 in 1st, 2nd and 3rd grades and 33:1 in grades 4-6. In addition to the regular K-6 classrooms, Wenzel has two special day classes for communicatively disabled students, a class for severely developmentally disabled students and an autistic transition class designed to transition autistic students into general education classes, as well as 18 full inclusion students. Our special day classes are fully included in all school-wide events and programs. Gifted and Talented Education (GATE) and ELL (English Language Learners) programs are available for qualified students and GATE students are provided a number of opportunities throughout the day to have their curricular needs met. Caroline Wenzel provides a strong PE prep program. Teachers and parents provide a number of extended-day possibilities such as a math and ELA tutoring, visual and performing arts programs, sports such as soccer, basketball and flag football. Caroline Wenzel is one of the few elementary schools remaining with a staffed library. To add to our expanding services is a family resource support center, providing a variety of supports to our school and families.

Parents and community volunteers are a very strong resource and help to implement the overall school program in cooperation with an active School Site Council and the English Learner Advisory Council. Wenzel's dynamic PTA supports many important programs including a Peer Mediator Program for Conflict Management, and annual events such as an Intermediate Physical Fitness Meet, and a Primary Play Day. Parents have been instrumental in implementing family events such as our Multicultural Dinner, Carnival, Family Science Night and Movie Nights. Wenzel is also a part of the Healthy Start collaborative with many services such as mentoring and counseling available to students and the community. There is a 4th R program available for before and after school child care on our campus in addition to the ASES after school program serving students in grades 1st - 6th. Finally, we have an active student council that meets once a week with the principal to discuss school-wide student issues as well as plan student activities.

Parents, students, staff, and members of our community are all working together to continue Wenzel's path to continuous improvement in academics as well as having fun learning in an inclusive and caring environment!

## School and Student Performance Data

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

	2013 Growth	Non Weighted	Weighted
Schoolwide	775	787	787
African American	699		
American Indian			
Asian	839		
Filipino			
Hispanic	766		
Pacific Islander			
White	791		
Socioecon Disadvantaged	750		
English Learners	754		
Students w/ Disabilities	725		

\*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>					*****	***					*****
<b>1</b>	1	20			3	60			1	20	5
<b>2</b>			2	22	1	11	4	44	2	22	9
<b>3</b>							2	29	5	71	7
<b>4</b>			1	10	4	40			5	50	10
<b>5</b>	1	10	3	30	1	10	1	10	4	40	10
<b>6</b>									*****	***	*****
<b>Total</b>	2	4	6	13	11	24	7	15	20	43	46

## 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	52	52	52	52	52
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	52	43	17		
# Met AMAO	22	10	--		
% Met AMAO	42.3%	23.3%	--		

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	44	44	44	44	44
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	44	48	5		
# Met AMAO	12	5	--		
% Met AMAO	27.3%	10.4%	--		

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	42	42	42	42	42
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	42	32	14		
# Met AMAO	13	6	--		
% Met AMAO	31.0%	18.8%	--		

\*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	775		754		750			
	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)		9.10%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	95.51%							



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	0.2							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			7.3%					
	API	Maintain: ALL, EL, SES until API is revised	775		754		750			
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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**2015-16 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>
LCFF - Base	30,000	30,000.00
California Partnership Academies	20,000	20,000.00
Foundation	10,000	10,000.00
Title I Part A: Allocation	\$49,414	0.00
LCFF LEP	\$9,575	0.00
LCFF F/R	\$63,340	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 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 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>
Implement English Language Arts (ELA) and Mathematics Common Core State Standards as well as increase the quality of student writing in a variety of genre by utilizing and implementing practices from Balanced Literacy.
<b>Data Used to Form this Goal:</b>
Two years ago a team of Caroline Wenzel staff embarked on discovering balanced literacy. With teachers retired, and limited funding, a few teachers continue to implement balanced literacy. The last year, balanced literacy and ELA common core has meshed into being just singular area of focus, implementing balance literacy practices as we implement ELA common core standards. With this year being a full implementation year of ELA and Mathematics for SCUSD, the shift has moved to focusing on making sure ELA and math are implemented. Balanced literacy has been set to the side. New curriculum, including supplemental Pam Allyn curriculum, and the new EnVision Math program are tools used to help Caroline Wenzel implement ELA and Math common core standards.
<b>Findings from the Analysis of this Data:</b>
Balanced Literacy and ELA implementation in fact, go hand-in-hand. Practices from Balanced Literacy will help with the implementation of ELA common core standards. Site staff will need continued professional development and site support to implement both ELA and Math common core standards. In addition, training and alignment of curriculum to instructional practices needs to be supported by district ELA and Math specialists to support implementation. As we move forward with implementation of standards, we must also remember to keep a narrow focus on developing fundamental skills in both reading and mathematics at earlier grades such as kinder through fourth. We need to continue to provide support services such as Reading Partners and pull out services to address struggling students. Not all students possess the skills to the level of cognitive demands common core expects. Remedial services will be needed to address particular students as identified by teachers and our SST process. Our SDC programs will need to redefine how common core can successfully be implemented according to each student's IEP goals.
<b>How the School will Evaluate the Progress of this Goal:</b>
Evaluation of progress towards the above school goal #1 will be based on our work with each content area specialist as well as teacher progress. The depth of conversation and lesson planning will also be cited evidence to support progress towards our goals.
<b>Parent Engagement Activities Related to this Goal:</b>
Assignments will continue to be informed of individual student progress towards meeting common core state standards through our newly district adopted common core standards based report cards. Opportunities for parent conferences will occur throughout the year as calendared, but will also be available on a requested basis. At each teacher's discretion, they will keep parents apprised and notified of student progress as the year progresses.
<b>For Schools in Program Improvement: How does this goal address the school's program improvement issues?</b>

Recognizing that Caroline Wenzel is in program improvement status, our intention is to implement common core state standards to fidelity within the scope and experience of our professional development and training to improve the academic outcomes of all students. All students to include all significant subgroups: African American, low socio-economic students, English Learners, and White student population. We will review the progress annually to determine where program changes need to be made to ensure progress for each following year.

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 to attend ELA Common Core and/or Balanced Literacy Trainings Provided Through SCUSD.	District ELA and/or Math Specialists	Professional Development in ELA and in Math - ongoing in 2015-16.	Title I Part A: Allocation	4941	All	Teacher Sign-in, Quality of lesson design, unit design.
			LCFF F/R	6334		
			LCFF F/R	5000		
• Provide pull-out/push-in support ELD services to teachers for ELL students.	• 0.375 (3 hr./day) Teacher Assistant Bil II	Pull Out Services for EL students.	LCFF LEP	9479	EL	CELDT Data, on-going progress monitoring of each EL student, reports to ELAC committee.
		Pull Out Services for academically challenged students.	LCFF F/R	1390	Low Income	
• Provide interagency support to families to address social, emotional, health, and economic challenges that may impede learning.	• 0.2 FTE (1day/week) Healthy Start Coordinator	Counseling, family support services, peer mediators, uniform supports, student social development groups, intermediate grade health education and essential assemblies.	LCFF F/R	11011	All	Schedules, Referrals, and students served listing, progress monitoring, peer mediation sign-ups and training.
			Title I Part A: Allocation	11011		
• Conduct twice monthly (18) SST's in order to provide all targeted students a Response to Intervention	• Roving sub and sub for teacher on SST team	Student Study Teams providing intervention and supports, Tier I, Tier II, and Tier III interventions.	Title I Part A: Allocation		All	SST schedules, intervention supports, sample SST documents.

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	
<ul style="list-style-type: none"> <li>Provide all classes with a minimum of 1 period per week of library time.</li> <li>Provide staff and students with technology and data support to further support the use of data to drive instructional practices. Explore iReady Diagnostic Program.</li> </ul>	<ul style="list-style-type: none"> <li>0.68750 (5.5 hr./day) Library/media instructional aide</li> </ul>	Library and computer services, benchmark coordination, data and results processing. support with CAASPP, push-in supports for classrooms as needed (SSTs and teacher supports)	Title I Part A: Allocation	10363	All	Benchmark processing dates and times, roster of assigned small group instruction in class, CAASPP assessment schedule, data and results reports, library schedule, computer support requests.
			LCFF F/R	32818		
Purchase Reading Partners Services	Full Days for Five Days a week to serve between 40 - 60 students annually in grades 1-4 and in 5th and 6th as Reading Partners student criteria for student selection allows.	Weekly reading intervention/support at students reading levels with Reading Partners Volunteers to increase reading skills.	Title I Part A: Allocation	15000	All	Reading Partners student roster. Sample individual student reading assessments. Caroline Wenzel, overall student initial reading results and post reading intervention/support assessment data.
Supplemental materials, copier rentals, technology needs, instructional materials, and instructional program supports	Teachers, administrator, SPOM, office managers	Instructional program supplemental supports, and daily office operational needs	Title I Part A: Allocation	7605	All	Office orders, teacher office depot orders, program supplemental supports requests.
			LCFF F/R	2154	All	



## 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 2.2: 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.
<b>SCHOOL GOAL #2:</b>
Create a collaborative community culture to create and maintain a positive learning environment for students, staff and parents.
<b>Data Used to Form this Goal:</b>
On-going events in school: student council, PTA events, spirit week, bully box, dances, festivals. Number of suspensions, students out of uniforms. Rules, expectations, and the student handbook. Number of absences and tardies to school on a regular basis. Affects of understaffed front office. Feedback from yard supervisors and parents. Observations of entry to school, exits from school, and overall procedures for cafeteria, yard, hallways, and classrooms.
<b>Findings from the Analysis of this Data:</b>
Caroine Wenzel has a functional entry to school and exits out of school. The facility is kept in general good order. Some students do not conform to uniform expectations. Provide training where needed to streamline expectations for not only for students, but staff on procedures and routines. Have a clearly established daily routine for both SPOM and evening custodian to ensure the facility stays as a clean environment conducive to receiving students for learning. Implementation of social emotional learning for staff and students to create a thoughtful, caring, and compassionate learning environment for students, staff, and our community.
<b>How the School will Evaluate the Progress of this Goal:</b>
The school will conduct a survey at the end of each school year around progress towards this goal. Evidence will be student council agendas, calendared site PTA and site based activities. Evidence will also be from implementation of social emotional learning (SEL) components - how are students being recognized for exemplary practices of SEL competencies. Lifeskills assembly bulletin board to recognize students for exemplifying lifeskills for improving their own learning. In addition, suspension rate will be analyzed to see if there is a reduction, and review student offenses for severity.
<b>Parent Engagement Activities Related to this Goal:</b>
Parents and our community will be invited to participate in on-site celebrations of students. Staff will continue to keep parents apprised of social behaviors, and will conference with parents during assigned conference dates as well as on individual basis as requested by parents or deem appropriate by staff. In the event it is necessary, parents will be invited to participate on SSTs and as require on IEPs to review student progress.
<b>For Schools in Program Improvement: How does this goal address the school's program improvement issues?</b>
Recognizing that a safe, orderly, and positive school environment contributes to the academic learning of students, with the implementation of SEL as well as on-going assemblies to promote social growth and academic growth, combined with our first goal of implementing ELA and Math common core, we believe will improve our site as an overall program for learning.



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
Begin engagement and implementation of Social Emotional Learning (SEL)	SEL Team	Social Emotional Training, Curriculum and supplemental materials/services needed to support implementation of SEL component.	N/A		All	Lifeskills Assemblies, SEL Matrix/competencies, lesson plan with details to include SEL competencies.
School-wide activities to promote SEL	SEL Team and Staff	Assemblies recognizing students for displaying SEL related behaviors.	N/A		All	Assembly Certificates, student recognition display bulletin boards.
Student based activities: sports, clubs, student leadership	SEL Team, staff, principal	Student council, lunch with scholars, lunchtime clubs, yearlong sports: soccer, basketball, football	N/A		All	Student council agendas and roster, meeting minutes, parent sign-in sheets for scholar lunch, sports applications and team rosters.
Positive, clean, secure, and safe environment	SEL Team, Staff, students, SPOM, Add an additional 7 hours of yard supervision.	Clean, presentable environment, clear and concise procedures and expectations.	LCFF F/R		All	SPOM and Custodial care schedules. Written out behavior procedures, established routines for cafeteria, yard, hallways, and entry to school and exits out of school, written procedures for pick-up and drop off. Outlined in Caroline Wenzel Student Handbook. Yard duty sign-in sheets.

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
Student Study Teams	RSP, principal, speech, teachers	Intervention and supplemental supports as well as RTI	Title I Part A: Allocation  LCFF F/R		All	SST meeting minutes, and sub requests.

## Planned Improvements in Student Performance

### School Goal #3

<b>District/LCAP GOAL:</b>
Action 3.2: Stakeholders will receive improved district and site communications including translation/interpretation services.
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>
Engage and build parent and community involvement.
<b>Data Used to Form this Goal:</b>
Parent Teacher Association (PTA) has done a fabulous job of bringing activities and fundraising to Caroline Wenzel, but it is usually done at the hard work and dedication of a handful of parents. In the past, there has been little participation on the English Learners Advisory Committee (ELAC). Parent volunteers in the classroom have also been limited to few parents per classroom. We have a total of 330 students in the school. In all, 14% of our students are English Learners. We do have 25% of our student population in special education. Most of our Sp. Ed. students arrive on buses because they live away from the school. A small percentage of our students do not live in the area. They are here on permits or through open enrollment and has made Caroline Wenzel the school of residence/choice. The 70% of parents live within our residential area. We have local businesses and churches we currently receive support from for yard supervision, classroom instructional materials, and supports during holiday events (Christmas).
<b>Findings from the Analysis of this Data:</b>
We need to look at engaging our sp. education parents as well as our English Learners Parents. There are several businesses in our area, and we have not tapped into the support of local businesses.
<b>How the School will Evaluate the Progress of this Goal:</b>
ELAC and SSC sign in sheets. PTA membership numbers as well as participation at PTA sponsored events. Track the number of volunteer forms completed. Sign-ins include during parent conferences and back-to-school night as well as open house. Review to see if parent participation in classrooms and its impact on instruction and learning, and the daily functions of the teacher's day.
<b>Parent Engagement Activities Related to this Goal:</b>
Engage in school-wide events: festival, Halloween Stroll, PTA sponsored events. Solicit parent participation at the on-start of the new school year. Engage all parent committees (ELAC, SSC), in PTA sponsored events.
<b>For Schools in Program Improvement: How does this goal address the school's program improvement issues?</b>
With increased parent participation in school programs, parents will be more active in the academic activities of the school. Maintaining an on-going and two-way open communication will allow for a dual support from both parent and staff to ensure students are progressing. Parent participation, a clean and positive environment conducive to learning, and the implementation of Math and ELA common core standards is an intentional combined effort to move the school in a continuing upward progress.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
<ul style="list-style-type: none"> <li>Monthly School Site Council (SSC) and English Learners Advisory Committee (ELAC) meetings.</li> </ul>	Teachers, parents, Administrator	Parents to participate on governance committee (SSC) and advisory committee (ELAC)	Title I Part A: Allocation	494	All	School site council meeting minutes and agenda. English Learners Advisory committee minutes and agenda. Sign in sheets for both committee meetings.
			LCFF F/R	633	Low Income	
			LCFF LEP	96	EL	
<ul style="list-style-type: none"> <li>CW Parent Community Resource Center</li> </ul>	Parents, Administrator	Centrally located area on school campus for parents to hold meetings, access resources, and see updated events around the school as well as in district.	N/A		All	Parent meeting agendas and minutes. Parent sign-ins.
School Community Activities (ex. Halloween Stroll, winter Program, Spring Fling, Carnivals, spaghetti feed)	Parents (PTA), administrator, office staff, support staff, and students	On-going yearlong events to engage community.	N/A		All	Flyers, calendar of events, signups for events, and feedback from parents.
Parent Student Extracurricular, Awards Assembly, Activities (Examples: Sports, Student Council, Peer Mediators)	Parents, administrator, teachers, family resource support.	Yearlong events to engage students and create involvement for students in recognition events and leadership opportunities.	Title I Part A: Allocation		All	Sports participation applications, student council sign-in sheets and agendas, peer mediator training, and lifeskills and SEL recognition assemblies.

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
Provide Translators for Parents: conferences, meetings, SSTs	Bilingual assistant, administrator, office managers.	Provide support for non-English speaking parents for the purposes of SSTs, conferences, and meetings as needed.	LCFF F/R	4000	All	Parent conference schedules, ELAC meetings, copies of translated minutes and meeting agendas, SST sample sign-in sheets.

**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	63,340.00
LCFF LEP	9,575.00
Title I Part A: Allocation	49,414.00



**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

Goal Number	Total Expenditures
Goal 1	117,106.00
Goal 3	5,223.00

## 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
Yee Yang	X				
Susan Janigian		X			
Deborah Rico-Scott		X			
Maria Marshall		X			
Sheryl Miles			X		
Heather Coombes				X	
Whitney Kawate				X	
Namita Mills				X	
Jennifer Tatum				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

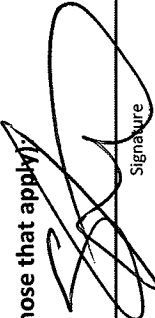
Continuing it with the following modifications:

## 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)**

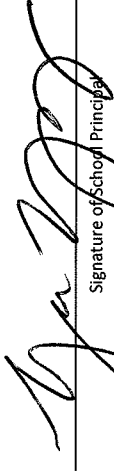
<input checked="" type="checkbox"/>	English Learner Advisory Committee	 Signature
<input type="checkbox"/>	Special Education Advisory Committee	Signature
<input type="checkbox"/>	Gifted and Talented Education Program Advisory Committee	Signature
<input type="checkbox"/>	District/School Liaison Team for schools in Program Improvement	Signature
<input type="checkbox"/>	Compensatory Education Advisory Committee	Signature
<input type="checkbox"/>	Departmental Advisory Committee (secondary)	Signature
<input type="checkbox"/>	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 January 27, 2015.

Attested:

Yee Yang, Principal

Typed Name of School Principal



Signature of School Principal

2/24/15

Date

Heather Coombes

Typed Name of SSC Chairperson



Signature of SSC Chairperson

2/24/15

Date