

The Single Plan for Student Achievement

School: Crocker/Riverside Elementary School
CDS Code: 34-67439-6034243
District: Sacramento City Unified School District
Principal: Daniel McCord
Revision Date:

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:

Contact Person: Daniel McCord
Position: Principal
Phone Number: (916) 264-4183
Address: 2970 Riverside Blvd.
Sacramento, CA 95818
E-mail Address: Daniel-McCord@scusd.edu



The District Governing Board approved this revision of the SPSA on .

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

The Crocker/Riverside Staff extends a warm welcome to all the students and their parents. Crocker/Riverside School is an excellent neighborhood school with a dedicated teaching staff, wonderful children, and involved and supportive parents. We are committed in all our activities to provide a quality education for all our children. Our goal is to guide children to become fully participating citizens by giving them a strong academic education in a nurturing environment that recognizes diversity, promotes healthy choices and embraces community involvement.

Students receive a challenging and rigorous academic curriculum supported with enrichment activities, hands-on and real-life experiences, community resources, and active parent participation and involvement. Parent and community participation are outstanding and continue to provide vital assistance to our educational program. In addition to instruction in the core curriculum, students are provided learning opportunities in singing and music in the classrooms, library times, art through the Art Docent program, outdoor education through the Garden Docent program, classroom exchanges, and an active Student Council that enhances the school culture. Our school's PTA is very active and highly committed to supporting and improving the educational program and school environment through its involvement with the school and its many planned school and family activities.

The school provides a number of after-school programs including orchestra, band, choir, foreign languages, art, math tutoring, chess club, Debate Cubs, Green Team, 916Ink, and a running/fitness program for the students. Before and after-school child care is provided for a fee on our campus through the City Parks and Recreation's 4th "R" program.

Crocker/Riverside School is a wonderful neighborhood school with a tradition of high student achievement, academic success for all students and outstanding parent involvement. We believe in our students, and their educational success is our focus.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	911	926	926
African American	815		
American Indian			
Asian	953		
Filipino			
Hispanic	869		
Pacific Islander			
White	923		
Socioecon Disadvantaged	870		
English Learners			
Students w/ Disabilities	841		

*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					*****	***					*****
4	*****	***									*****
5	*****	***									*****
6	*****	***									*****
Total	3	43	2	29	2	29					7

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	5	5	5	5	5
% w/ Prior-Year Data	80.0%			80.0%	80.0%
# in Cohort	4	3	2		
# 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	3	3	3	3	3
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	3	9	1		
# 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	5	2		
# 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	911				870			
	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)		3.80%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	97.16%							

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)			10.0%					
	API	Maintain: ALL, EL, SES until API is revised	911				870			
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	1,523	0.00
LCFF F/R	22,404	-1,000.00

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.
SCHOOL GOAL #1:
Full implementation, school-wide, of the California Common Core State Standards (CCSS) in math and English Language Arts, as well as the California State Standards for science and social science.
Data Used to Form this Goal:
Survey responses from parents, discussions with instructional staff, and directive from school district to implement the adopted standards.
Findings from the Analysis of this Data:
There is much concern about the implementation of the standards, especially the CCSS, both from staff and from parents.
How the School will Evaluate the Progress of this Goal:
Communications with the school community, trainings received by instructional staff, student performance on assessments based on the current standards.
Parent Engagement Activities Related to this Goal:
Parent-teacher conferences, community meeting(s) on campus, report cards, communications from school to home.
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	
Principal, staff and district will inform students' families of the CCCS, its implementation, CAASPP testing, and the newly-adopted curriculum, including how differentiation will occur and what changes/differences will occur with the curriculum over the next 1-2 school years.	Principal and staff	n/a	N/A	0	All	Principal to maintain agendas of meetings with parents and maintain records of ongoing communications with students' families re the CCCS and CAASPP. This will include monitoring throughout the year by the School Site Council (SSC) of various forms of communication, including the PTA website and newsletter, the monthly Parent Newsletter produced by the school and reports to the PTA Executive Board. Information provided by the Land Park Schools Foundation (LPSF) may also be relevant. Parent-Teacher Conferences. Use of new report card based on the standards.
Principal and teaching staff participate in	Principal and	n/a	N/A	0	All	Principal, teaching

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	
specialized training re CCCS and new district-adopted Math and ELA curriculum, hold staff meetings and grade-level meetings about the ongoing implementation of the CCCS and planning for its usage in daily classroom and homework activities and will progressively implement the CCCS in the classroom and continue integrating the California State Standards for Science and Social Sciences.	teachers					staff and training specialists are able to produce meeting agendas and evidence of productivity in the meetings. Principal observations in classrooms. Reports to SITE Council. Principal attends staff and grade-level meetings to verify collaboration by grade-levels and receives reports from training specialists.
Teachers will conduct varied assessments of students, and analyze their results, in anticipation of the CAASPP given to Grades 3-6 students in April/May. Information from these assessments to be used to drive instruction and implementation of the state standards.	Principal and teachers	n/a	N/A	0	All	Teaching staff monitor student progress and report to SSC. SSC to review ongoing communications to parents and reports from principal and teaching staff.
SSC will use a survey to track parent awareness of the implementation of the CCCS and other state standards.	SSC	n/a	N/A	0	All	SSC will develop survey, conduct the survey, review and act on results of survey during the final SSC meetings of the 2014-2015 school year and/or at the initial meetings of the 2015-2106 school year.

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
Action 2.2: All schools will become safer more culturally competent environments where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
SCHOOL GOAL #2:
Using the CASEL Guide for Schoolwide Social and Emotional Learning (SEL), create an school environment where students feel safe when on campus. Students will also feel empowered to collaborate productively and enthusiastically while engaging in meaningful tasks facilitated by the teacher in a respectful community of learners.
Data Used to Form this Goal:
Data taken from school climate survey results completed by parents and from communications and collaboration with instructional staff.
Findings from the Analysis of this Data:
While not prevalent, some forms of bullying may be occurring on campus. In addition, an instructional vision is needed to create cohesion and a secure environment in the classrooms with regard to student engagement and teacher facilitation.
How the School will Evaluate the Progress of this Goal:
Climate survey of students and of parents to assess progress; grade-level and site-level collaborative meeting minutes reflecting discussion of and planning lessons/activities relating to SEL and the instructional vision; Principal and teacher observations of students and classes; Tracking reported incidents of bullying/conflict and their resolution.
Parent Engagement Activities Related to this Goal:
Climate survey, SSC review of reports, presentations and communications with parents.
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	
Principal and team of teachers receive CASEL training from District and incorporate the trainings into staff and grade-level collaborative sessions. Teachers will use this information in the classroom.	Principal and SEL Team	n/a	N/A	0	All	Review of minutes from meetings, lesson plans, Principal and Teacher observations, reports to SSC.
Anti-bullying assembly(ies), anti-bullying curriculum, classroom discussions facilitated by teachers and principal regarding bullying, including cyber-bullying, and SEL-related issues, communications with parents regarding information presented to students, student climate survey for intermediate students to complete before and after anti-bullying assemblies/discussions.	Principal and teachers	n/a	N/A	0	All	Analyze survey results, review site-wide disciplinary actions taken, review teacher reports of class discussions.
Climate survey of parents/guardians and teachers relating to the school.	SSC	n/a	N/A	0	All	Analyze survey results.

Planned Improvements in Student Performance

School Goal #3

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
SCHOOL GOAL #3:
School community will continue to explore enrichment opportunities before, during, and after the school day to assess their effectiveness in meeting the varied needs and interests of the students, and will continue and/or develop programs deemed successful and seek to replace or supplement programs that are found to be lacking.
Data Used to Form this Goal:
Parent climate survey results, PTA parent survey results, discussions with teachers and other community members.
Findings from the Analysis of this Data:
While many of the enrichment opportunities provided to students are desirable and beneficial, exploration of their effectiveness and of other enrichment opportunities are warranted (such as a site-based GATE program, enhanced technology usage, and additional hands on student science exploration, etc.).
How the School will Evaluate the Progress of this Goal:
Reports from meetings with parents and staff; reports from SSC, PTA and other committees and community organizations; results from climate surveys.
Parent Engagement Activities Related to this Goal:
Parental involvement in SSC, parent meetings surrounding these issues, climate survey, parent volunteer opportunities (i.e., Art Docent, Garden Docent)
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	
Staff discussions of enrichment programs occurring during the school day to determine their effectiveness, including cost-effectiveness. These discussions will look into prep teacher opportunities, field trips, project-based opportunities, parent volunteer programs (such as docent programs, including science), classroom exchanges, etc.	Principal and staff	n/a	N/A	0	All	Principal and staff reports to SSC; meeting agendas and minutes (if any).
Conduct a survey of parents and students pertaining to the current enrichment programs on campus in meeting their levels of expectation with regard to their students. Analyze the data post-survey and compare with prior survey results.	SSC and PTA	n/a	N/A	0	All	Completion and delivery of survey; analysis of results.
Continue to provide tutoring services that meet needs of all students, including EL students, those achieving below grade level standards, and possibly those who are achieving above grade-level standards. This will include teacher-led tutoring and, if possible and warranted, tutors.	Principal, staff	Tutoring services Tutoring services	LCFF F/R LCFF LEP	8000.00 1523.00	All EL	Tutor reports which include goals, subject-matter, before and after results.
For school-sponsored enrichment programs that are determined to meet the students' needs, including technology, math and ELA-related programs, purchasing of materials or payment of fees needed to successfully maintain the program.	Principal, staff	Materials/fees	LCFF F/R	15,404.00	All	Staff reports of purchased and/ or needed materials or fees.

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	23,404.00
LCFF LEP	1,523.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	0.00
Goal 3	24,927.00

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
Daniel McCord, Principal	X				
Deana Oliver			X		
Victoria Thomas		X			
Monica Dyer		X			
Janette Coffing/Jenny Navarrete		X			
Shelley Brandenburger				X	
Michael Vinding				X	
Terri Hardy				X	
Liz Fenton				X	
Kris Rogers				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)**:

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

PTA, Land Park Schools Foundation, DAC, District GATE Committee and district personnel

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 .

Attested:

Daniel McCord

Typed Name of School Principal

Signature of School Principal

Date

Shelley Brandenburger

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Annual Evaluation – REQUIRED Spring 2016

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

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

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

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

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

Eliminating it from next year's plan

Continuing it with the following modifications:

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - English Learner Advisory Committee
 - Special Education Advisory Committee
 - Gifted and Talented Education Program Advisory Committee
 - District/School Liaison Team for schools in Program Improvement
 - Compensatory Education Advisory Committee
 - Departmental Advisory Committee (secondary)
 - Other committees established by the school or district (list):
PTA, Land Park Schools Foundation, DAC, District GATE Committee and district personnel
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 1/9/2015.

Attested:

W. Davis Remond

Signature

Signature

Signature

Signature

Signature

W. Davis Remond

Signature

Daniel McCord

Typed Name of School Principal



Signature of School Principal

1/12/15

Date

Shelley Brandenburger

Typed Name of SSC Chairperson



Signature of SSC Chairperson

1/12/2015

Date