

The Single Plan for Student Achievement

School: Ethel Phillips Elementary School
CDS Code: 34-67439-6033955
District: Sacramento City Unified School District
Principal: Daniel Hernandez
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 Hernandez
Position: Principal
Phone Number: (916) 277-6277
Address: 2930 21st Avenue
Sacramento, CA 95820
E-mail Address: Daniel-Hernandez@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)

Mission Statement: In Order to bring our vision into reality, we will:

*Develop cooperation within the community

*Foster students' creativity

*Teach responsibility

*Provide quality instruction of California Common Core Standards.

Encourage opportunities for students to think critically and solve problems.

Vision: The students, families, staff and surrounding neighbors of Ethel Phillips School are working together to support all students to develop cooperation with peers, creativity, personal responsibility and accountability. Students will achieve academically and develop critical thinking and problem-solving strategies that will lead to success in an ever-changing world.

Description: Ethel Phillips is tucked away in the City Farms neighborhood near the Northern Franklin business district. The school has many generations of our families that attended and continue to attend as part of tradition and some for loyalty. Our student population has and continues to be largely Hispanic, but always diverse. Recently (2013), due to a neighboring school closure, we have an increased student population that is now broadened the area which our students are from. Over 50% of the population is bilingual, most of which are Spanish speaking families. The needs of the neighborhood continue to warrant the need and support for our Bilingual Early Exit Transitional program.

We offer a K-3 bilingual program which is to support families of Spanish speaking homes. The opportunity to use the Spanish support at home to acquire academic language in Spanish until a full transition is made toward the end of 3rd grade year. The ultimate goal of the program is to acquire academic English by having a strong foundation in academic Spanish while working with the same content areas as their peers in other grade levels. Instruction in English exists as part of the English Language Development time in each grade level, in other subject areas depending on the grade level, and informal English exists during recess and other interactions with classes from traditional classrooms.

Ethel Phillips is one of the districts early adopters of Balanced Literacy, which is a structure to support reading and writing with specific teaching points, independent work and sharing opportunities. Students are working toward increasing the rigor of academic conversations in all content areas as is the school district. Many of the lessons are part of larger units of genre studies which are deepening the understanding of students knowledge. Even during math instruction, the structure of lessons follows the pattern within Balanced Literacy. The goal is to have students discussing solutions, working collaboratively and thinking critically about the possible solutions in a positive, responsible but with a critical eye.

With the ever-changing world, it has been an area of interest for the school to allow more access to relevant technology. With some district support, classrooms are now providing opportunities for students to use technology such as iPod, iPad, laptops (Mac and PC) as intervention and often as part of the curriculum. Access currently varies between classrooms, but is now available to all students. Additional tutoring and clubs have also begun to use technology as a tool in class. The Balanced Literacy structure is incorporating more technology as part of the tools of the trade.

Over the past few years, the community has asked for ongoing support for students in need of interventions which thus far include, but are not limited to; academic, social-emotional and some mental health. This has been an additional focal area with differing levels of intervention. First, at a universal level, students in need of intervention (of any kind) are exposed to the classroom 'first instruction' with our core academic curriculum, and also with Social Emotional Learning (SEL) with the curriculum of Second Step. The staff has had training with Second Step instruction and provides weekly lessons to all students. Beyond these in class supports, Ethel Phillips also provides intervention with small groups for academic support in the areas of Reading, in English and Spanish (when in bilingual classes) provided by our Intervention and resource teachers and instructional aides. There are also supports in place for non-academic interventions with the Student support Center which is staffed (.5 FTE) with a Coordinator and matched

with district support with a social worker. Additionally, social work interns, and nursing interns functioning as mentors are coordinated to work with students. Parent meetings are also conducted by District personnel to reach out further into our community.

Beyond these supports, there is also support for the use of the intervention known as Reading Partners which provides one-on-one support at the reading level of each student referred to the program.

Community support exists in various ways, including but not limited to Reading Partners volunteers working with individual students. The volunteers are from various agencies, including the following:

- * Sir-optimist Metro Sacramento (SIMS)
- * Sac State
- * News 10
- * Local High Schools (public and private)
- * Other private individuals not affiliated with agencies.
- * Sac city

The after school program at Ethel Phillips offers families an opportunity to have students participate in the START program which has a curriculum including physical recreation, science, health, nutrition and more, as well as homework time for students. In addition to START, other engaging activities provide enrichment or extra-curricular activities after school such as: Intel PC Pals, Knitting club, Art club, and sports. As a provider of Supplemental Education Services (SES), the district also supports tutoring which often is on site after school as well.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	737	758	757
African American	565		
American Indian			
Asian	684		
Filipino			
Hispanic	755		
Pacific Islander			
White	763		
Socioecon Disadvantaged	737		
English Learners	759		
Students w/ Disabilities	647		

*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					9	20	11	25	24	55	44
1	1	2	6	11	28	52	12	22	7	13	54
2			3	8	14	39	11	31	8	22	36
3			6	13	17	38	19	42	3	7	45
4	4	8	13	26	29	58	2	4	2	4	50
5	4	10	23	59	8	21	2	5	2	5	39
6	1	4	6	21	15	54	4	14	2	7	28
Total	10	3	57	19	120	41	61	21	48	16	296

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	202	202	202	202	202
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	202	192	47		
# Met AMAO	105	32	24		
% Met AMAO	52.0%	16.7%	51.1%		

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	191	191	191	191	191
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	191	182	57		
# Met AMAO	104	30	30		
% Met AMAO	54.5%	16.5%	52.6%		

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	241	241	241	241	241
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	241	203	87		
# Met AMAO	131	21	39		
% Met AMAO	54.4%	10.3%	44.8%		

*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	737		759		737			
	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)		15.50%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	94.68%							

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)			8.8%					
	API	Maintain: ALL, EL, SES until API is revised	737		759		737			
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.

2014-15 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	\$113,069	0.00
LCFF LEP	\$63,324	0.00
LCFF F/R	\$144,934	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 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
SCHOOL GOAL #1:
Increase student achievement and engagement in ELA and Math, and all other areas with first instruction and other relevant interventions; academic, health, social/emotional or otherwise.
Data Used to Form this Goal:
Previous State assessments, and ongoing formative and summative data from school site.
Findings from the Analysis of this Data:
Our student achievement has potential for growth in the academic areas across all student groups, but more so with students with disabilities and students qualified as Title I.
How the School will Evaluate the Progress of this Goal:
Progress monitor within assessments on site and future state testing.
Parent Engagement Activities Related to this Goal:
Parent classes as well as parent meetings including but not limited to SST, and IEP meetings as well as regularly scheduled Parent conferences.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
This is specifically working toward the goals and targets which qualified the school into program improvement.

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	
Assess Students to drive instruction utilizing multiple tools such as: Benchmarks -district provided CELDT Curriculum based assessment Teacher created assessment Student work (i.e.writing) Progress monitoring intervention tools (i.e. Dibels and IDEL) Surveys for socio-emotional interventions	Resource teacher Training specialist Instructional aide Bilingual Resource	.5 FTE Training Specialist .5 FTE Bilingual Resource	Title I Part A: Allocation LCFF LEP	60,265 45620	All EL	
Provide support and interventions to meet the needs of all students *In class accommodations *Individual/small group interventions *Pull out/Push in *Saturday School *Extended Day *Summer school *Retention / Promotion *Incentive sports programs *Mental Health and Social interventions *Physical health	Classroom teachers	.5 FTE SRC Reading Partner	LCFF F/R LCFF F/R	43788 20000		
Increase access to technology that can increase academic achievement *Library books and access *Software *portable computer lab *hand-held devices *Wireless internet *subscriptions	Principal Classroom teachers Resource teacher Instructional aide	IA per diem Clerk -Library	LCFF LEP LCFF F/R	8297 8261		
Utilize common planning time and collaboration to *identify instructional needs of students	Classroom teacher Training Specialist	.5 Training Specialist	LCFF F/R	60265		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
*Analyze learner-centered problems, problem of practice *Plan instruction and support/ intervention.	Instructional aide				
Maintain the integrity of the Bilingual Program. *Maintain classes including site funds as school demographics change. (class size).	Use site funds for classes as possible and necessary.				
Parent Involvement with classes, training or events.	Parents will learn the classroom and school instructions and work with teachers and students.	Parent training	Title I Part A: Allocation	3468	

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time. 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.
SCHOOL GOAL #2:
Improve the quality of education with collaboration in an effort to provide more engaging curriculum and school environment, including curricular and extra curricular activities and the use of tools including technology.
Data Used to Form this Goal:
Community feedback from staff, families and students.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Parent Engagement Activities Related to this Goal:
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Provide opportunities for Professional development *student engagement strategies *behavior management *content and curriculum *technology *peer observation *rigor in the classroom	Resource teacher/training specialist	.5 FTE Resource	Title I Part A: Allocation	45621	Low Income
Provide for teacher collaboration *Common Planning time *Grade level meetings *Segment articulation *Vertical Articulation *Peer visits		Sub costs, collaboration, instructional supplies	LCFF LEP	9407	
		Sub costs, collaboration, instructional supplies	Title I Part A: Allocation	3715	

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
Action 2.1: Students will be provided cleaner better maintained learning environments.
SCHOOL GOAL #3:
Upgrades for safety and cleanliness will promote community, support engagement, and maintain safety.
Data Used to Form this Goal:
Information from Williams review as well as anecdotal information from community partners as well as staff.
Findings from the Analysis of this Data:
Students were excited to help with ComCast cares day and were much more excited to use the facility correctly and safely.
How the School will Evaluate the Progress of this Goal:
Examine the incidents of injuries as well as referrals.
Parent Engagement Activities Related to this Goal:
Parents will be able to provide input to improve cleanliness and safety of the site and its surroundings.
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	
Maintain areas of campus clean and safe for use by students.	Staff	Walking attendant	LCFF F/R	3888	SWD
			LCFF F/R	8732	

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	144,934.00
LCFF LEP	63,324.00
Title I Part A: Allocation	113,069.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	249,964.00
Goal 2	58,743.00
Goal 3	12,620.00

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 Hernandez	X				
Michelle Hinds			X		
Syliva Gonzalez		X			
Rosa Hernandez				X	
Gricelda Jaime		X			
Elvira Garcia				X	
Alma Garcia				X	
Maria Lourdes Avalos				X	
Isabel Escobar				X	
Esther Delgadillo		X			
Rosa Hernandez					

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	District/School Liaison Team for schools in Program Improvement	_____
		Signature
	Compensatory Education Advisory Committee	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
	Other committees established by the school or district (list):	_____
		Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 2/25/2015.

Attested:

Daniel Hernandez

Typed Name of School Principal

Signature of School Principal

Date

Alma Garcia

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

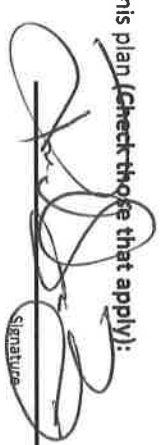
Continuing it with the following modifications:

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 - 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):
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Signature

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Signature

Signature

Signature

Daniel Hernandez

Typed Name of School Principal



Signature of School Principal

5-28-15

Date

Alma Garcia

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5-28-15

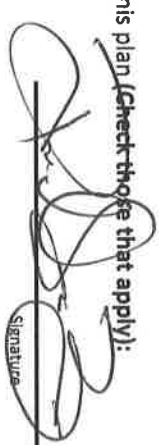
Date

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Signature

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Signature

Signature

Signature

Daniel Hernandez

Typed Name of School Principal



Signature of School Principal

5-28-15

Date

Alma Garcia

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5-28-15

Date