

The Single Plan for Student Achievement

School: John Bidwell Elementary School
CDS Code: 34-67439-6034045
District: Sacramento City Unified School District
Principal: Shannon Henry
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: Shannon Henry
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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)

Mission Statement:

We, John Bidwell School, in partnership with the community, are dedicated to the pursuit of excellence in preparing all students to be productive citizens and life long learners in a global society.

School Description:

John Bidwell School is a school where unity and dedicated effort translate into high student achievement. Since 1998, when California began monitoring student achievement through Academic Performance Index (API) scores, our school has seen a steady increase of 276 API points, an achievement that has been recognized by Governor Davis, as well as officials from the United States Department of Education.

Our school has approximately 420 students in a pre-school through sixth grade program. A morning and afternoon pre-school (Head Start and State) program is conducted on the campus. Special education services are offered to identified students as well as a departmental program for our fifth and sixth graders. We offer a 5 day a week after school program that features assistance with homework, recreational reading, and athletic activities.

We proudly provide all students with a rigorous curriculum, extensive interventions, a wide array of authentic assessment measures, individualized student action plans, and ongoing monitoring of student progress. Yet at the core, lies the foundation of our school's success: unity and purpose driven by a dedicated staff. Our staff provides intensive and differentiated instruction, wins teaching honors, furthers their own education, conducts classroom action research, mentors new teachers, presents at local and national conferences, and are considered leaders in the district.

Our staff creates a collegial and supportive environment and works collaboratively in grade level teams, primary and intermediate segments, and various committees. Through these collaborative processes, we have built a strong system of peer recognition and celebration. Teachers also collaborate to develop and provide Common Core State Standards aligned instruction. Intel is major partner and has provided technological equipment as well as ongoing for our children, families, and teachers.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	794	810	810
African American	782		
American Indian			
Asian	788		
Filipino			
Hispanic	805		
Pacific Islander			
White	723		
Socioecon Disadvantaged	794		
English Learners	769		
Students w/ Disabilities	664		

*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					4	18	9	41	9	41	22
1			2	14	8	57	4	29			14
2	1	6	2	13	6	38	7	44			16
3					19	83	2	9	2	9	23
4	1	7	8	53	3	20	2	13	1	7	15
5	2	22	3	33	2	22	1	11	1	11	9
6			4	27	5	33	4	27	2	13	15
Total	4	4	19	17	47	41	29	25	15	13	114

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	86	86	86	86	86
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	86	80	26		
# Met AMAO	56	20	--		
% Met AMAO	65.1%	25.0%	--		

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	84	84	84	84	84
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	84	82	23		
# Met AMAO	48	16	--		
% Met AMAO	57.1%	19.5%	--		

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	87	87	87	87	87
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	87	90	23		
# Met AMAO	46	14	--		
% Met AMAO	52.9%	15.6%	--		

*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	794		769		794			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 th grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%								
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas								
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year								
		% increase in exemptions: ELA (3%, 2%)								
		% increase in exemptions: Math (2%, 3%)								
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks								
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		5.40%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	96.38%							

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)			14.9%					
	API	Maintain: ALL, EL, SES until API is revised	794		769		794			
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.
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Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
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Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
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Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Action 2.1: Students will be provided cleaner, better maintained learning environments.

Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

2014-15 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	\$77,681	0.00
LCFF LEP	\$24,155	0.00
LCFF F/R	\$99,573	0.00

Planned Improvements in Student Performance

School Goal #1

District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
SCHOOL GOAL #1:
To align our resources to meet our targets for student achievement in English Language Arts for all subgroups.
Data Used to Form this Goal:
Writing assessments, I-Ready diagnostic and intervention data, weekly assessments, and observational data.
Findings from the Analysis of this Data:
We will need continuous support with the implementation of the common core standards. Additional time for planning is needed to deliver high quality lessons, discuss student work and develop the appropriate action plans. Tier two academic interventions are needed to address a significant amount of students that are performing one grade level below the standards.
How the School will Evaluate the Progress of this Goal:
We will use the district adopted interim assessments, I-Ready Intervention and Diagnostic, pre/post writing assessments, formative and observational data.
Parent Engagement Activities Related to this Goal:
Parent Coffee Chats, Parent Data Presentations during school events, data updates included in classroom and school newsletter, opportunities for CCSS parent informationals
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
Students will need a diagnostic to assess their academic needs and targeted intervention to address those needs. Many of our students are a grade level below their current grade level and will need teacher, support staff and computerized instruction to achieve grade level expectations.

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	
Continue to examine and analyze student work samples and multiple data points to plan instruction aligned to the CCCS in ELA.	ELA Training Specialist	ELA Training Specialist	LCFF F/R	83,265	EL	All student increase one performance level by the end of the school year. Establish and commit to a vision for ELA instruction at Bidwell. Implement common practices and assessments throughout the grade levels.
	Teachers		LCFF LEP	23,957	Low Income	
	Principal					
	Data Inquiry Team					
Provide leadership with testing coordination	Fritz Lund		N/A	500	All	Determine a schedule and place for testing; communicate clearly with all stakeholders.
Coordination and Compliance of Bilingual Programs, specifically, Bidwell will join the Trail Blazers group to enhance our support of ELs	Maria Johnson		N/A	500	EL	EL students increase one CELDT level by the end of the school year.
The after school program will supplement learning for our students (I-Ready)			N/A	500	All	All student increase one performance level by the end of the school year.
Designated teacher (s) liaison to our after school program and staff						

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	
Tier 3 Interventions will be provided for our most struggling students	Alison Merlo					All student increase one performance level by the end of the school year.
A GATE Site Committee will be formed to guide the work of the GATE Cluster Program.	GATE Coordinator-Asa Salley GATE Teachers Principal	N/A		500	Low Income	Establish a vision for the GATE program; articulate a clear vision for staff, parents and students.
Utilize our GATE Resource Teacher to strengthen and expand our GATE site cluster program design	Kari Smith					Establish a vision for the GATE program; articulate a clear vision for staff, parents and students.
Provide technology and science exposure to enhance reading of expository text.	Teacher Assistant/Biling. II	Intervention	Title I Part A: Allocation	10,746	Low Income	All students increase one performance level by the end of the school year.
Professional development and continuous generation of purchase orders for supplies/materials to supplement the core curriculum	EvaMarie Eva'lu		N/A	6,500	All	All students increase one performance level by the end of the school year.
Continue to add to John Bidwell 's Writing Plan including exemplars and rubrics. Student work will be displayed.	ELA Leadership Team ELA Training Specialist					All students increase one performance level by the end of the school 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	
Implementation of I-Ready Intervention and Diagnostic Program	All Teachers Principal ASES Staff Parents ELA Training Specialist	Intervention and Assessment	Title I Part A: Allocation	9,432	Low Income	All students increase one performance level by the end of the school year.
Add two additional planning periods for teachers monthly	Denise Lemons	PE Prep Teacher	LCFF F/R Title I Part A: Allocation	13,000 7,000	EL Low Income	All students increase one performance level by the end of the school year.

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
SCHOOL GOAL #2:
To align our resources to meet our targets for student achievement in Mathematics, Science and Technology for all subgroups.
Data Used to Form this Goal:
CST Science data, staff and parent surveys, I-Ready diagnostic data, weekly assessment, parent, student and staff interviews, use of the Tech lab, inventory of STEM supporting resources and materials on site.
Findings from the Analysis of this Data:
Students have performed well in the area of Math and Science in the previous years.
How the School will Evaluate the Progress of this Goal:
School, District and State summative data, student work samples, feedback from Math Leadership team, observational data
Parent Engagement Activities Related to this Goal:
District an school Parent Informationals, Site council oportunites, Informal gatherings,
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
Students will need a diagnostic to assess their academic needs and targeted intervention to address those needs. Many of our students are a grade level below their current grade level and will need teacher, support staff and computerized instruction to achieve grade level expectations.

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
A Data Leadership Team will be formed. They will receive specialized training, assist other teachers, and complete peer observations providing feedback.	Principal District TS Teachers	Professional Development	N/A	4,000	All	All student increase one performance level by the end of the school year. Establish and commit to a vision for Math instruction at Bidwell. Implement common practices and assessments throughout the grade levels.
Lesson Planning Form that is aligned with the CCCS will be developed and used by all teachers who teach math	District TS Teachers	Instruction			All	Establish and commit to a vision for Math instruction at Bidwell. Implement common practices and assessments throughout the grade levels.
Interventions will be provided through tutoring for our most struggling students	Teachers Support staff Resource teacher Afterschool program	Intervention			All	All student increase one performance level by the end of the school year.
School will utilize the District Training Specialist for Math to increase knowledge and skill of CCCM	Principal Teachers District TS	Professional Development			All	Establish and commit to a vision for Math instruction at Bidwell. Implement common practices

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	
						and assessments throughout the grade levels.
Diagnostic and intervention program will be implemented to support Tier 2 intervention	ELA Training Specialist Teachers ASES Principal	Intervention	Title I Part A: Allocation	10,000	Low Income	All student increase one performance level by the end of the school year.
Provide more opportunities and training for STEM, Project-based learning and extended extra curricular opportunities	Teachers Afterschool Program	Project-based learning	N/A	4,500	All	Establish and commit to a vision for Math instruction at Bidwell. Implement common practices and assessments throughout the grade levels.

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
Action 2.2: All schools will become safer
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
SCHOOL GOAL #3:
Increase the amount of opportunities for parent to support the instructional focus, which includes both the academic and SEL components; communicate frequently and often the instructional progress of the school site.
Data Used to Form this Goal:
Parent surveys, parent conference attendance, parent nights attendance, volunteer and participation rates, webpage traffic, site parent group participation
Findings from the Analysis of this Data:
Many parents are unaware of the instructional focus at Bidwell. The vision of Bidwell needs to be communicated more clearly with the parents; often times parents are uninformed due to the lack of translations provided verbally and written.
How the School will Evaluate the Progress of this Goal:
Increase in parent participation and volunteerism
Parent Engagement Activities Related to this Goal:
District and school Parent Informationals, Site council opportunities, Informal gatherings,
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
Parents will need to be informed on the transformations in teaching and learning. They will need resources to support their students at home with the instructional focus throughout the school year. Translations will need to be clear and language appropriate for parents as we shift our instructional practices.

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 inter-agency support to families to address social emotional, health, and economic challenges that may impede learning.	Pam Cajucom Social Worker Social Worker Interns Principal	Intervention	Title I Part A: Allocation LCFF F/R	30,192 3,308	Low Income EL	All students increase one performance level by the end of the school year.
Provide web-based resources and instructional materials that can be accessed at home to supplement the curriculum (I-Ready)	Parent Advisor Teachers Afterschool Staff	Parent Involvement				All students increase one performance level by the end of the school year.
Organize and facilitate parent communications and events (i.e arrange translations, update website, and communicate upcoming events and school site meetings, manage elections, survey parents and staff-needs assessment, etc.)	Parent Advisor	Parent Involvement	Title I Part A: Allocation N/A	10,311 3,469	Low Income All	Attendance rates
Site will explore options for wireless internet throughout the school	Principal	Parent Communication				
Establish a Parent Resource Center on site.	Parent Advisor	Parent Involvement				Parents and community are well-informed and multiple arenas to gather information about the events, operations and needs of the school.
Hold monthly Parent Informationals that include data presentations, curriculum updates and resources for academic and SEL support at home.	Pam Cajucom Parent Advisor Principal	Parent Involvement			EL Low Income	All students increase one performance level by the end of the school 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	
Establish a quarterly newsletter that informs parents in all represented languages and update the website frequently.	Principal Parent Advisor	Parent Communication				Parents and community are well-informed and multiple arenas to gather information about the events, operations and needs of the school.
Arrange for translations for all school home communication.	Parent Advisor	Parent Involvement	LCFF LEP	198	EL	Parents and community are well-informed and multiple arenas to gather information about the events, operations and needs of the school.
Implement a SEL Character education evidence based curriculum and school-wide practices for addressing behaviors.	Principal Teachers SEL Team Pam Cajucom	Intervention				Decrease in behavior referrals
Upgrade the school Marquee	Parent and Community Communication	Parent Communication	N/A	5,000	All	Parents and community are well-informed and multiple arenas to gather information about the events, operations and needs of the school.
Upgrade Staff Technology	Parent and Community Communication		N/A	6,000	All	

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	99,573.00
LCFF LEP	24,155.00
N/A	31,469.00
Title I Part A: Allocation	77,681.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	155,900.00
Goal 2	18,500.00
Goal 3	58,478.00

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
Shannon Henry	X				
Tiffany Green				X	
Nakita Price				X	
Adriana Avitia				X	
Patricia Hernandez			X		
Alison Merlo		X			
Denise Lemons		X			
Pam Cajucom			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:







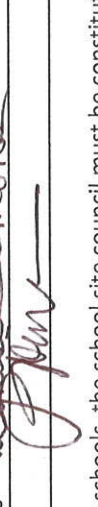

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

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
Shannon Henry 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiffany Green 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nakita Price 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adriana Avitia 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patricia Hernandez 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alison Merlo 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denise Lemons 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pam Cajiucom 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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):


School Leadership Team

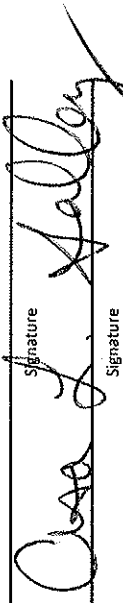
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on December, 2013.

Attested:


Signature


Signature

Signature

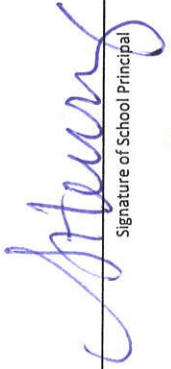
Signature

Signature

Signature

Shannon Henry

Typed Name of School Principal



Signature of School Principal

2-20-2015

Date

Denise Lemons

Typed Name of SSC Chairperson



Signature of SSC Chairperson

2-20-15

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

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

- Eliminating it from next year's plan
- Continuing it with the following modifications: