

The Single Plan for Student Achievement

School: Oak Ridge Elementary School
CDS Code: 34-67439-6034185
District: Sacramento City Unified School District
Principal: Daniel Rolleri
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 Rolleri
Position: Principal
Phone Number: (916) 277-6679
Address: 4501 Martin Luther King, Jr. Blvd.
Sacramento, CA 95820
E-mail Address: daniel-rolleri@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 Oak Ridge staff is committed to building a community of well-rounded, confident, critical thinkers who are intrinsically motivated and empowered with a passion for learning. Students with positive character who are prepared to collaboratively work with others for high levels of success and happiness in life's path.

We continue to have our school goals reflect our redesign and mission in an effort to better meet the learning needs of our students. Our school is focused on three school-wide priorities:

1. Providing rigorous student-centered instruction in the areas of Common Core Standards and Social Emotional Learning
2. Developing high functioning collaborative teams
3. Developing practices that enhance positive school-home relationships

Our work is focused on providing meaningful learning experiences for our students. We recognize that our students need to master basic skills while simultaneously developing higher order thinking.

Our overall approach stresses challenging and refining our belief systems, creating a healthy academic climate, and providing engaging instruction. We believe this will help all students thrive academically. We encourage students to make responsible choices through our Social Emotional Learning program that consists of a character education program, Restorative Practices, and educational resources to support our school wide themes on these topics. Students receive SCOR tickets by demonstrating safe, respectful, and responsible behavior.

Something genuinely special and unique about Oak Ridge is the support we get from our community partners. We appreciate the strong bonds that have been formed with Equal Start, Orrick Law Firm, Oak Ridge High School, and others. Our Partnerships work closely with the school to insure that every student receives a quality learning experience.

We recognize that, above all, our single most important partnership is the one we foster with each of our families. Parents, grandparents, caregivers, foster parents, guardians, and extended family members are encouraged to be present at school in a variety of ways. We welcome warmly the support we receive from families who read and do homework with their children, volunteer for yard duty, attend monthly community meetings, support our Family Teacher Academic Team (FTAT) family nights, and serve on traditional committees such as our School Site Council or English Learner Advisory Committee. We truly value our families, who walk their children to school day in and day out, attend parent/teacher conferences, and spend time helping in classrooms.

Our expectations for each child's personal and academic growth are backed by our commitment to ensuring each child receives the best education we can possibly deliver.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	757	746	746
African American	704		
American Indian			
Asian	784		
Filipino			
Hispanic	756		
Pacific Islander			
Socioecon Disadvantaged	757		
English Learners	744		
Students w/ Disabilities	633		

*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					6	21	6	21	16	57	28
1			6	21	12	43	7	25	3	11	28
2			4	11	18	49	14	38	1	3	37
3			5	22	6	26	10	43	2	9	23
4	3	9	8	23	16	46	3	9	5	14	35
5	4	13	9	29	12	39	1	3	5	16	31
6			6	38	7	44	3	19			16
Total	7	4	38	19	77	39	44	22	32	16	198

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	161	161	161	161	161
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	161	167	34		
# Met AMAO	88	22	18		
% Met AMAO	54.7%	13.2%	52.9%		

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	146	146	146	146	146
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	146	141	32		
# Met AMAO	64	24	10		
% Met AMAO	43.8%	17.0%	31.3%		

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	157	157	157	157	157
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	157	154	41		
# Met AMAO	85	26	14		
% Met AMAO	54.1%	16.9%	34.1%		

*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	757		744		757			
	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)		10.70%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	95.01%							

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	1.3							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			13.7%					
	API	Maintain: ALL, EL, SES until API is revised	757		744		757			
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)
Title I Part A: Allocation	\$114,364	3,661.00
LCFF LEP	\$40,693	0.00
LCFF F/R	\$146,594	400.00
Title I: Assistance to Schools (Priority Schools)	\$403,437	12,712.00

Planned Improvements in Student Performance

School Goal #1

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 2.2: 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 #1:
Develop High Functioning Collaborative Teams
Data Used to Form this Goal:
On-Site Curriculum Embedded Benchmark Assessments; Teacher Created Rubric/Tasks; Formative Assessments; Data on suspension rates, attendance, family engagement
Findings from the Analysis of this Data:
In order to develop Common Core and Social Emotional Learning instruction that is responsive to student learning needs based off of these assessments, it is necessary for grade levels as well as support staff members to work collaboratively on lesson design. To ensure that our students are receiving instruction within the ELA anchor standards, mathematical practices, and social emotional character application at progressively more rigorous levels as they advance through grade-levels, it is vital for vertical teams to have aligned professional development and time to discuss application within grades across the vertical grade spans.
How the School will Evaluate the Progress of this Goal:
Formative assessments within lessons and across units, Analysis of student work at CPT, Tasks assessed using Common Core aligned rubrics, charting office referred behavior incidents and in and out of school suspensions; annual reports from the Student Support Center that high light the services that support the school, students, and families.
Parent Engagement Activities Related to this Goal:
Community Meetings that inform/educate our families on CC Math & ELA, SBAC testing, CC aligned report card; and Social Emotional Learning
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	
Continue to develop/enhance our Common Core focus areas in ELA and Math and also our Social Emotional Learning (SEL) program. With continued dialogue as a team, provide opportunities for teachers to learn about best teaching practices to implement these academic and SEL programs with feedback/support from admin or support staff. Continue to have a structure of collaboration that is closely attached to the needs of the school/students at that given time. Within this structure of collaboration, ensure that staff have the opportunity to meet with grade level partners to create lessons, develop tasks/rubrics, and disseminate the information to support next instructional steps. Continue to provide for a structure for peer observation of on site best practices. Additionally, with our new Priority School Model...allow time for staff to debrief and have articulation with visitors from other sites or district personnel.		1.0 Assistant Principal	Title I: Assistance to Schools (Priority Schools)	127,300	All	On site professional learning will take place at CPT, staff meetings, and release days. Trainings and grade level work will be designed around Common Core and SEL best practices which lead to deeper instructional implementation. Monitoring: admin walk-thrus, articulation meeting meeting agendas; academic conference meeting agendas
		Weekly Staff Articulation	LCFF F/R	3059.76		
		Weekly Staff Articulation	LCFF LEP	14,443.00		
		Weekly Staff Articulation	Title I Part A: Allocation	12504.98		
		Academic Conferences	LCFF F/R	4,494.00		
		Common Planning Time	Title I Part A: Allocation	811.02		
		Drop Box Account	LCFF F/R	99.00		
Continue to provide intervention with the use of support staff that will work with small groups in pull-out and push-in models. Given our inclusive practices model with our Special Ed students...continue to increase our special ed aide hours to ensure that our students are being provided the highest level of support possible for the duration of the school day.	All classroom teachers and support staff	Extended Hours for Special Ed Instructional Aide	LCFF LEP	22,000	All	Monitor targeted reading groupings to ensure students are placed in correct instructional settings. Students with academic needs on the MDT list are receiving small group intervention in targeted areas.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
					<p>Monitoring: Targeted Reading Lists, Yellow Intervention Folders</p> <p>Monitor IEP goals and progress towards goals of our Special Ed students</p>

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 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:
Provide Rigorous Student Centered Instruction in the areas of Common Core Standards and Social Emotional Learning
Data Used to Form this Goal:
On-Site Curriculum Embedded Benchmark Assessments; Teacher Created Rubric/Tasks; Formative Assessments
Findings from the Analysis of this Data:
Based on classroom assessments, it is evident that a large portion of students are showing success at the mastery of foundational skills. While our students have shown great growth both in their passion for and their skills surrounding reading and writing, as a staff we need to continue to deepen our instructional practices to lead students deeper into textual analysis and the application of an author's craft and structure within their own writing. In math, when examining curriculum embedded benchmark assessments as well as teacher created tasks, we see gaps in students conceptual understanding around key concepts such as place value. Students are able to calculate correct answers in math and are beginning to show proficiency in explaining their solution pathway. In order for students to have a deeper understanding of mathematical concepts as well as to engage in deep academic discussions about these concepts, as a school we need to continue to focus on building academic vocabulary and exploring multiple representations of how to solve a problem. Our students need more opportunities to engage in both math and language arts in the context of real world situations/scenarios. Our students are able to identify and give real life examples of the character traits which make up the foundation of our character program. As a staff, we need to continue to deepen student understanding of the application of these traits to their success both in school and in life. Interventions are necessary for students who show great challenges with a character strength in their own lives. In school climate, students have shown large growth in understanding harm they have caused in a situation, taking ownership and repairing that harm. Students have also began to be proactive in asking for peace circles or class meetings to address issues that arise before they escalate. This change in school climate can be evidenced by the decrease in suspensions as well as office related incidents. Our Social Emotional Learning/Character Education program has made a huge difference in how we support the whole child. Our teachers work on having students understand non-cognitive skills such as Zest, Grit, Optimism...and how these skills are important in life.
How the School will Evaluate the Progress of this Goal:
The school will evaluate progress of this goal by, reviewing grade level meeting notes, planning the CPT calendar to include both professional development sessions and analysis of student work and revisiting the topics for professional development based off of student work themes.
Parent Engagement Activities Related to this Goal:
Community Meetings that inform/educate our families on CC Math & ELA, SBAC testing, CC aligned report cards

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	
<p>Implement integrated literacy approach to reading/writing instruction. Authentically engage students in their learning with meaningful and culturally responsive instruction. Provide direct instruction reading and writing mini-lessons followed by opportunities for students to apply skills and reading process strategies to books they are reading at their independent reading level as well as their writing. Instructional day is filled with rich experiences in building literacy through reading and writing mini lessons, reading and writing workshop, close reading, guided reading, literacy workshop, and literature circles/specialized SIPPs targeted reading support. All teachers are teaching common core math with a balance of conceptual understanding, procedural knowledge and application of skills. CPT will focus on best instructional practices which can be implemented to enhance these instructional blocks. Provide purposeful support to all students as soon as learning needs become apparent</p> <ul style="list-style-type: none"> • SIPPS Intervention groups • Differentiated learning experiences provided throughout the day • Push-in support/pull-out support • Co teaching • Literacy Workshop • Targeted Instruction exchanges • Intervention for EL students 	teachers and support staff	Library Media Tech - per diem	Title I Part A: Allocation	28,000	All	<p>Students will apply common core standard skills to their own independent reading and writing.</p> <p>Students will regularly engage in discussion and analysis of author craft and structure during close reading lessons.</p> <p>Students will be able to solve math problems/scenarios and explain their solution pathway and reasoning.</p> <p>monitoring: AR points and goals, close reading and common core math lesson plans, classroom walk thru observations, on site benchmark and formative assessment results.</p> <p>Students will receive small group instruction to meet their academic and social emotional</p>
		SIPPS Spelling Books	LCFF F/R	375.00	All	
		SIPPS Spelling Books	LCFF LEP	375.00	All	
		Writing Handbooks	LCFF F/R	125.00	All	
		Writing Handbooks	LCFF LEP	125.00	All	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
						learning needs. monitoring: targeted reading group rosters, support staff and instructional aide daily schedules, daily schedule showing workshop implementation with small groups
Continue to fund class size reduction teachers. This enables us as a school to keep student/teacher ratio sizes as low as possible, eliminate need for split classes as best as possible, and also keeps open slots available for neighborhood students.	classroom teachers	1.0 Class Size Reduction Teacher	Title I: Assistance to Schools (Priority Schools)	88,000	All	Teachers will be able to meet the academic and social emotional learning needs of their students. monitoring: mdt referrals, onsite benchmarks, formative assessments and classroom tasks, targeted reading group levels, sel snapshots
		1.0 Class Size Reduction Teacher	Title I: Assistance to Schools (Priority Schools)	86,000	All	
Continue to ensure that there is an effective technology infrastructure that support the infusion of our technology equipment into daily instruction. Additionally, ensure that staff have the capability to support their teaching with sufficient machines to produces the copies needed to deliver effective instruction.	support staff/admin	LCD Projectors and LCD Projector Bulbs	LCFF F/R	2000.00	All	Teachers all fully prepared to utilize the technology at their disposal and that they have the resources necessary to support the preparation of their lessons
		Copying of On Site created curriculum	LCFF F/R	1000.00	All	
		Copying Machines	LCFF F/R	6,000	All	
		RISO Machines	LCFF F/R	425.00	All	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Continue to build reading inventory in book room that holds an extensive number of reading resources to support integrated literacy. Resources found in the book room will provide the foundation for Guided Reading, close reading, shared reading, novel studies, and Literature Circles. Continue building the school library, classroom libraries/instructional practices for ELA program with its foundation firmly rooted in integrated literacy and genre study. Continue to support our teachers with on line resources and supplies that support our CC ELA/Math SEL programs.	support staff/admin	Accelerated Reader	LCFF F/R	3000	All	Students will have literature available which is at their level as well as which meets grade level common core text complexity. Books will meet both student interests and instructional needs. monitoring: walk thrus of literature circles and literacy workshop periods, AR points
		Accelerated Reader	LCFF LEP	3000	All	
		Literacy Subscriptions	LCFF F/R	2000	All	
		Classroom Library Books	LCFF F/R	500.00	All	
		Brain Pop	LCFF F/R	2590.00	All	
		School Library Books	LCFF F/R	750.00	All	
		School Library Books	LCFF LEP	750.00	All	
		Office Depot Supplies	LCFF F/R	22,663.24	All	
		Classroom Equipment/Supplies	LCFF F/R	2000.00	All	
		Computer Repair/Parts	LCFF F/R	500.00	All	

Planned Improvements in Student Performance

School Goal #3

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.
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:
Develop Practices that enhance Positive Home-School Relationships
Data Used to Form this Goal:
Attendance; Chronic Absentee Rates; Out of school suspensions; Attendance at Family Events; Number of Home Visits completed by staff
Findings from the Analysis of this Data:
Our schoolwide focus on home visits has created strong connections with several of our families. We have about a 50% turn out to our Family Teacher Academic Meetings. The format of our community meetings was not yielding a large turnout and needs to be more responsive to the school focus areas and to parents receiving hands on opportunities with these focus areas. This will deepen parent understanding and deepen the partnership between school and family. (needs attendance information...up or down this past year?)
How the School will Evaluate the Progress of this Goal:
Attendance at family events in the 2015-2016 school year, student academic growth in FTAT foundational target skills, home visits that are completed
Parent Engagement Activities Related to this Goal:
SSC/ELAC meetings, community meetings,
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	
Continue to develop connection between family and school bond through participation in the Parent Teacher Home Visit Program and our school wide Family Teacher Academic Team (FTAT) events. Conduct Home Visit training for untrained staff before school begins in September. Additionally, use Home Visits to build upon family learning between Family Teacher Academic Team meetings.						Increased attendance by families at FTAT events. Monitoring: FTAT sign in sheets, home visit logs
Continue to enhance our Social Emotional Learning program with support staff that helps promote a healthy school culture. This involves ideas such as Inclusive Practices, Restorative Practices, mentoring, Second Step, Mindsets. Additionally, in order to continue supporting our SEL program, continue to ensure that the school has a full functioning Student Support Center which consists of a coordinator and a social worker.	teachers/support staff	.3622 Parent Advisor	Title I Part A: Allocation	20,000	All	Students will feel school is a safe and caring environment for all students. Students will be able to talk through and repair harm when peer incidents occur. Students will believe in and be able to express their ability to make good choices and achieve at high levels both social emotionally and academically. monitoring: student survey, tracking of office incidents SEL snapshots will show character growth in the six traits of our character education
		.75 School Community Liason	Title I Part A: Allocation	47,387	All	
		.9 Social Worker	LCFF F/R	89,863	All	
		.8 Student Support Center Coordinator	Title I: Assistance to Schools (Priority Schools)	89,425	All	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
						<p>program as the year progresses.</p> <p>Monitoring: SEL snapshots</p>
<p>Develop, implement, and monitor practices designed to strengthen relationships with the school community. This will be accomplished through:</p> <ul style="list-style-type: none"> • Holding regular Community Meetings • Nurture relationships with community partners and actively develop new partnerships...these partnerships will help reflect on our practices attendance, Social Emotional Learning, family engagement, discipline • Address family involvement in school through Family Engagement Adjunct Cluster...look at events such as awards assemblies, FTAT, Family Nights, DEAR Day, End of the Year Carnival to see how we can better infuse parent involvement into these events. • Promote volunteerism and allow space/time for families to use the SSC for things such as paying bills, applying for jobs, looking into overall family supports • Continue to enhance our Student Support Center (SSC) so that we are responsive as possible to the needs of the students/families. • Recognize and reward student efforts in their gains around literacy and our character education program. • SSC to sponsor health fair, parent trainings on SEL, and other school 	teachers and support staff	<p>Food for community meetings and School Site Council</p> <p>Parent Handbooks</p> <p>Parent Copy Paper</p> <p>End of the Year Student Carnival</p> <p>Accelerated Reader and Student Store Incentives/Prizes</p>	<p>LCFF F/R</p> <p>LCFF F/R</p> <p>LCFF F/R</p> <p>LCFF F/R</p> <p>Title I Part A: Allocation</p>	<p>1000.00</p> <p>950.00</p> <p>2500.00</p> <p>300.00</p> <p>2000.00</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p>	<p>Community meetings will be held every other month. Community partners will provide supports which are aligned to our school goals and focuses.</p> <p>Families will act as partners in education at Oak Ridge by volunteering, working with their students and attending family events.</p> <p>monitoring: family event sign in sheets, school attendance percentages</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>programs that support all students in multiple ways</p> <ul style="list-style-type: none"> Plan family events at different times of the day to be sensitive to demands and conflicts in family schedules Promote effective communication with the use of student planners, newsletters, handbooks, etc. 					

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	146,194.00
LCFF LEP	40,693.00
Title I Part A: Allocation	110,703.00
Title I: Assistance to Schools (Priority Schools)	390,725.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	184,711.76
Goal 2	250,178.24
Goal 3	253,425.00

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 Rolleri	X				
Bethany Coburn			X		
Kass Craig			X		
Lisanne Floyd		X			
Cristina Bautista		X			
Chance Peterson		X			
Char Starks				X	
John Felix				X	
Raquel Ramirez				X	
April Ybarra				X	
Tammy Vaughn				X	
Oleta Valadez				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)**:

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 January 26th, 2015.

Attested:

Daniel Rolleri

Typed Name of School Principal

Signature of School Principal

Date

Char Starks

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: