

The Single Plan for Student Achievement

School: Peter Burnett Elementary School
CDS Code: 34-67439-6034219
District: Sacramento City Unified School District
Principal: Manuel Huevo
Revision Date: 1-25-15

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

Vision:

Peter Burnett students will be part of a caring and safe community where high expectations for students and staff are clearly outlined and modeled. Peter Burnett will also be a place where all students, staff, parents, and community partners collaborate and work together in order to establish a culture of excellence and success for every member of our school community. Finally, Peter Burnett will be a place where everyone is respected, accepted, and where accomplishments are continuously celebrated.

Mission:

In order to bring our vision into reality, we will:

1. Promote and encourage teacher collaboration across the grade levels.
2. Develop consistency and uniformity in our instructional practices, student assessments and grading.
3. Mentor, encourage and empower students to take ownership of their own learning experience.
4. Provide staff with ongoing professional development that is relevant and addresses our focus areas.
5. Promote and encourage parent and community involvement.
6. Enforce high academic and behavioral expectations for all students.
7. Enforce high professional expectations for all staff members.
8. Provide enrichment opportunities that foster and promote a positive self esteem.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	103	75	100	75	99	74	97.1	100
Grade 4	112	109	109	108	108	108	97.3	99.1
Grade 5	97	97	94	95	94	95	96.9	97.9
Grade 6	93	100	93	97	93	97	100.0	97
All Grades	405	381	396	375	394	374	97.8	98.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2358.3	2338.8	5	3	12	11	26	22	56	65
Grade 4	2400.0	2402.5	2	9	16	11	24	16	58	64
Grade 5	2457.6	2439.2	3	4	26	17	27	24	45	55
Grade 6	2468.7	2494.0	1	5	25	27	28	39	46	29
All Grades	N/A	N/A	3	6	19	17	26	25	52	53

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	4	35	27	57	69
Grade 4	5	10	47	35	48	55
Grade 5	11	9	41	40	48	51
Grade 6	4	10	44	55	51	35
All Grades	7	9	42	40	51	51

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	3	36	28	61	69
Grade 4	6	5	41	37	53	58
Grade 5	7	4	50	42	43	54
Grade 6	4	8	41	48	54	43
All Grades	5	5	42	40	53	55

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	5	53	54	37	41
Grade 4	6	14	62	64	32	22
Grade 5	9	6	69	61	22	33
Grade 6	10	15	68	72	22	12
All Grades	8	11	63	63	29	26

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	0	42	39	55	61
Grade 4	5	10	45	45	50	44
Grade 5	12	12	71	55	17	34
Grade 6	14	14	59	65	26	21
All Grades	8	10	54	52	38	39

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	103	76	101	76	100	75	98.1	100
Grade 4	112	109	111	109	110	109	99.1	100
Grade 5	97	97	94	95	94	94	96.9	97.9
Grade 6	93	100	93	97	93	97	100.0	97
All Grades	405	382	399	377	397	375	98.5	98.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2377.0	2365.5	5	1	20	11	24	29	50	59
Grade 4	2417.0	2408.0	4	4	12	8	41	38	43	50
Grade 5	2452.4	2420.0	2	2	14	2	32	32	52	64
Grade 6	2462.9	2486.3	1	7	10	21	42	35	47	37
All Grades	N/A	N/A	3	4	14	10	35	34	48	52

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	18	5	26	28	55	67
Grade 4	6	7	32	20	62	72
Grade 5	3	3	33	19	64	78
Grade 6	6	16	31	34	61	50
All Grades	9	8	30	25	60	67

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	5	37	39	57	56
Grade 4	3	6	42	40	55	54
Grade 5	6	4	34	24	60	71
Grade 6	2	6	53	48	45	45
All Grades	4	5	41	38	54	57

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	5	40	52	50	43
Grade 4	6	4	41	40	53	56
Grade 5	3	0	47	35	50	65
Grade 6	3	8	49	49	47	42
All Grades	6	4	44	44	50	52

Conclusions based on this data:

1.

School and Student Performance Data

2015 Accountability Progress Reporting

Met All Components	Met English Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					8		2	6		36	25		62	61	
1	2	5		26	30		47	32		13	16		11	16	
2	2	2		19	22		43	39		26	27		10	10	
3		7		19	18		46	56		27	13		8	7	
4	2	8		17	40		54	43		15	5		11	5	
5	9	14		44	27		30	49		7	11		9		
6	6	8		19	33		47	38		19	8		9	13	
Total	3	6		21	25		39	38		21	15		17	15	

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

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	263	206	196
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	263	206	196
Number Met	131	123	88
Percent Met	49.8%	59.7%	44.9%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	250	69	217	33	180	65
Number Met	40	27	54	14	35	25
Percent Met	16.0%	39.1%	24.9%	42.4%	19.4%	38.5%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	Yes	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

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	751		743		751			
	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								
Engagement	GATE	% increase in participation: 3% each year								
	Linked Learning Pathways	# increase students participating (1038, 916)								
	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		9.10%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	96.20%							

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	1.2								
		# decrease (in & out of school): variable # of days by Elem, K-8, middle, HS									
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3									
	EL Reclassification	% increase in RFEP rate (1% each year)			12.2%						
	API	Maintain: ALL, EL, SES until API is revised	751		743		751				
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)								

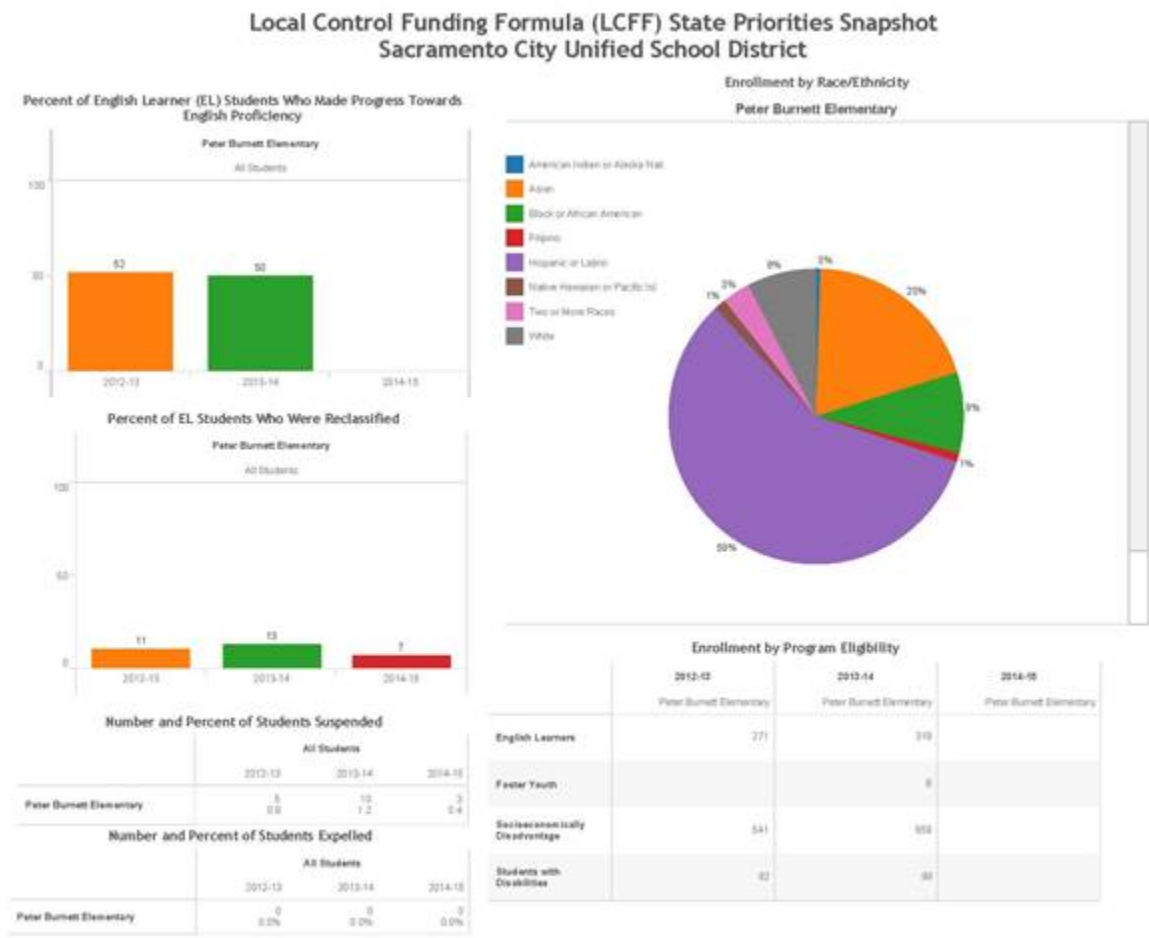
Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as 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?

School and Student Performance Data

LCFF State Priorities Snapshot



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.

LEA Plan Performance Goals

- 1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.**
- 2. All limited-English –proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading /language arts and mathematics.**
- 3. All students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.**
- 5. All students will graduate from high school.**

2016-17 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	\$112,386	-14,784.00
LCFF LEP	\$55,161	-13,618.00
LCFF F/R	\$156,105	-11,395.00

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 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.

LEA Plan Goal Alignment

SCHOOL GOAL #1:

To improve student learning across all content areas.

Data Used to Form this Goal:

iReady 2nd trimester school wide results broken down by clusters.

Findings from the Analysis of this Data:

Vocabulary seems to be getting better

Phonics is low across the board

Sight words improve at 4th-6th

Low motivation

There is a need for SIPPS (phonics) instruction in the primary grades

There is a need to recognize students for effort and progress

There is a need for students (with the help of teachers) to set academic goals

There is a need to provide English Learners with scaffolds that will support and enable participation.

Students need more exposure to information text starting in kindergarten.

Comprehension is low in both literature and informational text due to low vocabulary and students who are still not reading fluently.

There is a need to expose students to rich literature and extra time for reading.

Students need support with Numbers and Operations from an early age. Interventions are needed to support all areas of math.

There is a need to assess all primary students phonemic awareness, phonics, high frequency words, and blends so that students do not reach intermediate levels unable to read fluently.

There is a need to involve students in their own learning by conducting some goal setting.

There is a need to establish trust with families so that they can better support students and the school.

There is a need for students to have first hand experiences so that we can increase understanding.

There is a need to integrate instruction in order to maximize learning and weave vocabulary throughout the day.

There is a need for students to have purposeful collaborative discussions that will increase comprehension.

How the School will Evaluate the Progress of this Goal:
1. iReady data. 2. Goals setting and monitoring achievements. 3. Student work 4. Student Success Meetings and SSTs 5. Observations
Parent Engagement Activities Related to this Goal:
1. There will be monthly parent meetings. 2. Preconferences and/or Home Visits to establish a relationship with families. 3. Conferences to go over progress and established goals. 4. ATTP Meeting with K-1. 5. A parent page on the website. 6. ELAC, SSC, and PTA
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
The focus will be on improving student learning and setting goals with students so that they are strategic and purposeful about the own learning. Teachers will need to be aware of where students are and how to address their needs. Students will be empowered to take control of their own learning, When students are encouraged to learn in their Zone of Development, there is increased success. As students succeed, they become more motivated and driven to want to learn.

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 opportunities for students to read rich literature in order to develop a passion for reading and engage in mentor text that will help develop tier II vocabulary. Ensure students have opportunities to read expository text in order to develop their ability to learn new content and acquire tier III vocabulary.	Principal SIC	SIC	Title I Part A: Allocation	30,779	All	December: Develop list of mentor text. Identify tier II and tier III words in text. March: Develop EL strategies in conjunction to Writer's Workshop. June: Ensure consistency through walk thrus and grade level meetings
			LCFF F/R	61,562	All	
			LCFF LEP	30,779	All	
Provide regular in-class and/or pull-out support for struggling students in reading or math through the use of additional teaching personnel or a structured intervention programs. Additional support may be provided during an extended day.	Support Staff and Principal SIC	Resource Teacher	Title I Part A: Allocation	25,314	All	December: Identify students needing additional support March: IMplement intervention using support staff and programs June: Complete analysis of progress to assess effectiveness of intervention
			LCFF F/R	25,314	All	
		Retired Teacher	LCFF F/R	14,000	All	
		Aide	LCFF LEP	8,000	EL	
		i-Ready	LCFF LEP	15,000	All	
		Reading Partners	LCFF F/R	15,000	All	
		other support staff	LCFF LEP	8,000	All	
Provide opportunities for students to write and learn what good writer's do. Provide mentor text to support student writing. Examine student writing and provide a supportive environment where students receive feedback to improve their writing.	Principal, support staff and teachers	Supplemental Programs/Materials	LCFF F/R	3,410	All	December: Examine student work and implement min lessons needed March: Develop and use grade level rubrics for narrative and expository writing. Develop
			LCFF LEP	5,000	EL	
		Planning Time	Title I Part A: Allocation	17,863	All	
			LCFF LEP	2,000	EL	

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	
						matrix June: Use rubrics and matrix to determine areas of support needed.
Use both Summative and Formative assessments, establish goal setting with students	Principal and teachers	NA	N/A		All	December: Establish baseline goal for lexile, reading, math and writing March: Examine goals and recognize students meeting goals. Determine intervention for those not meeting goals June: Examine goals and recognize students meeting goals. Determine intervention for those not meeting goals
Focus math practices on encouraging students to use a second sentence to explain their thinking, question others, and explain using academic language.	Principal, teachers, and math coach	NA	N/A		All	December: Provide grade level PD March: conduct walkthroughs and determine baseline. Continue coaching June: Continue observations, coaching and provide opportunities for class visits.

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 Social Emotional support to all students by ensuring their needs are met in the classrooms, via Second Step, lifeskills and other SEL practices.	Principal, teachers, nurse, and other support staff	Nurse	Title I Part A: Allocation LCFF F/R	48,214 48,214	All All	December: Explore home visits. Conduct Student Success Meetings. Monitor implementation of Second Step. Conduct assembly. March: Conduct follow up meetings to ensure needs are being met. Conduct assembly. December: Conduct assembly and obtain feedback from parents, students and staff
Use "being there experiences" and "hands-on experiences though Thematic teaching and Project Based Learning in order to enrich the experiences of students.	Principal, SIC, teachers, and other support staff	Supplemental Materials	N/A		All	December: Conduct professional development and planning time. March: Develop units of study. Immerse students in experiential learning. June: Use technology and community presentations to demonstrate learning.
First grade teachers will engage first grade families in APTT meetings four times per year. Teachers will share data, establish goals, and teach parents how to use	SIC, teachers, and other support staff	Supplemental Materials Teachers	N/A N/A	600.00 3,000.00		Every trimester teacher will meet with parents to set goals and revise

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	
materials provided to support their children at home.		Support Staff	N/A	500.00		goals according to the development of students.

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.
LEA Plan Goal Alignment
SCHOOL GOAL #1:
Improve the instructional delivery of rigorous content and ensure consistency across classrooms.
Data Used to Form this Goal:
iReady school wide assessment and the classroom performance data.
Findings from the Analysis of this Data:
Academic achievement varies from class to class. There is a need for teachers review data and collaborate Teacher need time to plan standards aligned lessons There is a need for articulation across grade levels There is a need for a uniform reading assessment for K-1 There is a need for universal understanding of the standards Define high professional expectations The teacher CPT needs survey was not in alignment with the data. Exploration of the data is needed to guide planning and professional development needs.
How the School will Evaluate the Progress of this Goal:
Baseline data compared to benchmark data (iReady) Walk through observations Instructional Rounds and Lesson Study Sample lesson plans Student work
Parent Engagement Activities Related to this Goal:

ELAC, SSC, and PTA

For Schools in Program Improvement: How does this goal address the school’s program improvement issues?

As teachers become more strategic and focused, student learning will increase.

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	
Grade levels teams will engage in ongoing collaboration to determine rigorous tasks that are consistent across classrooms. Tasks will include technology based activities and projects.	Principal, SIC and teachers	Planning time and SIC. See Goal 1 for funding	N/A		All	December: use baseline data, identify areas of need and develop lessons. March: using student work, identify areas of need. Use formative assessment data. June: Examine student work to determine growth. Use data to guide instruction and determine effectiveness of program.
Provide professional development opportunities that prepare teachers to teach Common Core standards and rigorous instruction.	Principal, SIC and district coaches	Planning time and SIC. See Goal 1 for funding	N/A		All	December: use data and teacher surveys to determine professional development. March: provide coaching and support. June: conduct walkthroughs to ensure consistency.
Conduct research meetings that will engage the staff in experiential discussions of the latest practices.	Principal, SIC and district coaches	Planning time and SIC. See Goal 1 for funding	N/A		All	December: Develop schedule of meetings. Determine professional books and articles to

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>research.</p> <p>March: Discuss the research and implications. Decide on one or two practices to be changed.</p> <p>June: Evaluate the effectiveness of meetings through data collection</p>

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
LEA Plan Goal Alignment
SCHOOL GOAL #3:
Determine assessments aligned to Common Core that measure learning consistently across grade levels.
Data Used to Form this Goal:
iReady school wide assessment
Findings from the Analysis of this Data:
The iReady assessment provides uniformity for 2nd-6th grade in English Language Arts and math, but it does not provide the entire picture. Additional uniform formative assessments are needed. K-1 has no uniform assessment for reading. A uniform assessment would help identify students in need early on so that interventions may be provided.
How the School will Evaluate the Progress of this Goal:
There will be a common assessment across all grade levels and everyone will be collaborating on needs of students using the data. Student Success Meetings SSTs Goal Setting
Parent Engagement Activities Related to this Goal:
SSC, ELAC, and Parent Meetings
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
If intervention needs can be consistently identified, the interventions can be more productive and purposeful.

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	
Use backward planning and Common Core Standards to determine outcomes for each grade level.	Principal, SIC, and teachers	Planning time and SIC. See Goal 1 for funding	N/A		All	December: Determine plan for meeting with grade levels. Begin meetings. March: Meet with teachers to examine end of year outcomes and exemplars. June: Work with grade levels to determine benchmark expectations for each trimester.
Use CC aligned formative assessments along with summative assessments to determine the needs of students.	Principal, SIC, and teachers	Planning time and SIC. See Goal 1 for funding	N/A		All	December: Explore summative assessments for K/1 aligned to CC and identify formative assessments that provide useful data. March: Use assessments to determine how students are progressing. June: Evaluate the effectiveness of assessments.

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	167,500.00
LCFF LEP	68,779.00
N/A	4,100.00
Title I Part A: Allocation	127,170.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	367,549.00

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
Manuel Huevo	X				
Elizabeth Ratkovich		X			
Kim Polo		X			
Mary Vellieux		X			
Theresa DeMars		X			
Ruben Frausto			X		
Christine Oliver				X	
Melinda Aguilar				X	
Joshlynn Pendarvis				X	
Rebecca Andreas				X	
Nicole Brown				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 3/29/16.

Attested:

Manuel Huevo

Typed Name of School Principal

Signature of School Principal

Date

Mary Vielluex

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: