

The Single Plan for Student Achievement

School: Pony Express Elementary
CDS Code: 34-67439-6034235
District: Sacramento City Unified School District
Principal: Debra Hetrick
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:

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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)

School Description:

Pony Express Elementary School is located in the south end of the district in a middle class family oriented neighborhood. We educate 475 students from kindergarten through sixth grade. Students come from various ethnicities, backgrounds, home languages, and academic abilities. To answer the needs of all of our students, we offer the following programs: Autistic Pre-School, Resource Specialist Program, Tutoring, full day self contained classes Gifted and Talented Education (GATE), English Language Development, Special Day Class (Developmentally Delayed), Web Club, and after school care through START and 4th "R".

The home/school connection is strong. School advisory groups and Parent Teacher Association (PTA) actively participate at the school. We participate in activities that increase our involvement with the community. We work with various community groups, such as Little League, Greenhaven Soccer Club, and Parks and Recreation to make our school the center for community activities. Our 4th R before- and after-school program works closely with the school to reinforce schoolwork and participates in our fundraising efforts. In addition, our daily after-school only program, START, helps students finish their homework, improve literacy, and participate in enrichment activities.

Pony Express Elementary has received recognition as a S.C.U.S.D Exemplary School and a School On the Move. Seven students out of ten students are at grade level or above, and we have moved many students forward in their achievement. We also have the distinction of being a Title I Academic Achievement School and a Distinguished California Distinguished School. Out of 5,741 public elementary schools in California, only 48 schools can proudly proclaim these double awards in one year.

School Vision: Our vision for success is a safe school where all students are empowered to achieve high academic standards, be critical thinkers and become technologically prepared for a competitive global society.

Goal: Every student will be on grade level or above by the end of sixth grade. To achieve this goal, we ensure that all students demonstrate one to one-and-a-half year's growth per year. We emphasize the basic skills, the facts, the application of skills and facts, and intellectual skills. We develop caring, empathetic, compassionate human beings, and we seek to develop each student's individual strength.

We have high expectations. We provide successful, effective teaching. All students are treated with respect and compassion in an environment where all can meet with success. Our teachers are focused and teach in a way that youngsters acquire positive attitudes toward learning. All students achieve to their highest potential.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	856	865	864
African American	782		
American Indian			
Asian	910		
Filipino			
Hispanic	830		
Pacific Islander			
White	908		
Socioecon Disadvantaged	802		
English Learners	823		
Students w/ Disabilities	645		

*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					2	40	1	20	2	40	5
1					2	40	2	40	1	20	5
2	1	8	1	8	6	46	3	23	2	15	13
3			3	30	5	50	2	20			10
4	2	13	4	27	4	27	1	7	4	27	15
5	1	7	3	21	4	29	3	21	3	21	14
6			2	25	2	25			4	50	8
Total	4	6	13	19	25	36	12	17	16	23	70

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	78	78	78	78	78
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	78	82	10		
# Met AMAO	50	33	--		
% Met AMAO	64.1%	40.2%	--		

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	64	64	64	64	64
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	64	67	16		
# Met AMAO	37	18	--		
% Met AMAO	57.8%	26.9%	--		

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	64	64	64	64	64
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	64	50	20		
# Met AMAO	26	10	--		
% Met AMAO	40.6%	20.0%	--		

*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	856		823		802			
	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)		5.90%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	96.73%							

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	3.8							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			16.2%					
	API	Maintain: ALL, EL, SES until API is revised	856		823		802			
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.

2015-16 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	53,298	0.00
LCFF LEP	15,450	0.00
LCFF F/R	68,318	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 improve the quality of teaching and learning and its impact on student learning in order to improve performance and enable students to meet their personal, academic, and career goals.				
Data Used to Form this Goal:				
Discussion with instructional staff, directives from the school district and state to implement the adopted standards.				
Findings from the Analysis of this Data:				
Since the Common Core State Standards have changed the approach of teaching methods and assessments, there is a concern with data to measure student growth.				
How the School will Evaluate the Progress of this Goal:				
Performance assessments from student work, quizzes, chapter assessments, cumulative assessments and state testing.				
Parent Engagement Activities Related to this Goal:				
Parent-Teacher conferences, SST, IEP, report cards, progress reports, and communication to include a school newsletter and information from teachers. Back-To-School Night, Open House, School Site Council, District School Site Council, English Learner Advisory Council, Gifted and Talented Education Parent Advisory, Parent Teacher Association, and family events throughout the year.				
For Schools in Program Improvement: How does this goal address the school's program improvement issues?				
API	English-Language Arts		Mathematics	
% proficient	School Score	% proficient	School Score	
2011 866	67.6%	68.8%	68.5%	73.4%
2012 872	78.4%	69.9%	79.0%	71.5%
2013 865	89.2%	63.7%	89.5%	70.7%
If you take a look at the % proficient for ELA and Math for the last three years, the increase of students at the proficient level in ELA rose from 67.6 to 89.2%. Pony Express scores in ELA rose and took a 6.2% dip from 69.9% to 63.7% while the expectations rose to 89.2%. Pony Express scores in Math rose and took a 2.6% dip from 73.4% to 70.7% while the expectations rose to 89.5%. The Hispanic or Latino's, White, Two or More Races and English Learners groups had the most gain from 2011 and loss in 2013. Our Black or African American, Asian, Socioeconomically Disadvantages and Students with Disabilities groups remained the same within a few points. The goal addresses providing instruction to all students to raise the proficient levels to meet 9 out of every 10 students.				



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>In order for all of our students to reach proficiency and above, especially our Hispanic, African-American, English Learners and low socio-economic students, all teachers will use effective teaching strategies to include:</p> <p>a) Differentiated instruction i.Critical Thinking, problem solving, independent investigations ii.Project-based learning iii.Cooperative Learning iv.Culturally Responsive strategies v. Common Core strategies: depth of knowledge</p> <p>b) In order for all of our students to reach proficiency and above, especially our Hispanic, African-American, English Learners and low socio-economic students, our students will be provided support as soon as a learning need becomes apparent to learn in small, flexible grouping and individualized instruction during: Workshop Tutoring: before/during/after school Targeted Instruction Block RTI model instruction</p> <p>c) To support our students in Language Arts, William and Mary curriculum is used for GATE students and Junior Great Books will be used for our general education students. Our goal is to provide each student the opportunity to have rigor in common core standards while challenging them in reading and writing. Explore Spelling programs to be used across all 1-6</p>	Leadership Team consisting of the teaching staff.	Teacher Subs: Academic	Title I Part A: Allocation	14,000	All	<p>Principal walk through notes indicate an increase in teachers using the listed effective learning strategies and students learning through these strategies.</p> <p>Principal and leadership walk-through notes and observations show an increase in students asking application and evaluation questions using higher level thinking skills.</p>
			LCFF LEP	2,000	All	
			LCFF F/R	12,374	All	
		Extended Day, Tutoring, Clubs, Targeted Instruction	Title I Part A: Allocation	13,000	All	
			LCFF F/R	9,000	All	
			LCFF LEP	2,000	All	
		Staff Development	LCFF LEP	1,301	All	
			LCFF F/R	4,500	All	
		Staff Development, outside services	Title I Part A: Allocation	2,663	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>grade levels.</p> <p>d) Grade level teams discuss small, flexible grouping and individualized support during grade level meetings and common planning time to support at-risk students. Staff Development, Professional Development, training, and collaboration will be used.</p> <p>e) District Offered Trainings: Common Core Language Arts and Math</p> <p>f) Outside staff development resources to support Common Core, At-risk student, and EL students.</p>						
<p>In order for all of our students to reach proficiency, especially our Hispanic, African-American, English Learners and low socio-economic students, our students are afforded the opportunity to learn through the Integration of Technology.</p> <p>Applications to be integrated into the curriculum include: Curriculum Companion, Discovery Streaming, Reading Eggs, Language Acquisition Programs, Renaissance Learning Products: START READING & STAR MATH / Accelerated Reading and Math, Common Core Programs, and others.</p> <p>In order to help our below proficient students achieve, they will learn in multiple modes (visual, auditory, kinesthetic, oral)</p>	Leadership Team:	<p>Instructional Technology & Equipment</p> <p>Supplemental Instructional Materials</p>	<p>Title I Part A: Allocation</p> <p>LCFF F/R</p> <p>LCFF LEP</p> <p>Title I Part A: Allocation</p> <p>LCFF F/R</p> <p>LCFF LEP</p>	<p>5,000</p> <p>5,000</p> <p>5,000</p> <p>6,500</p> <p>10,000</p> <p>5,000</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p>	<p>All students will benefit from using integrated technology in the classroom on a weekly basis.</p> <p>The purchase of additional technology support in each classroom will enhance student learning.</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	Target Student Sub Group	
small group, individualized learning and through the use of technology compatible, interactive boards, computers, projectors and response clickers and other devices to support student learning.						
<p>With support of an instructional sub aide , additional support teachers and effective classroom teacher instruction, our below proficient students to include Elgnish Learners, Hispanic, African-American and low socio-economic students will learn in small groups, one-on-one, and tutoring before/during/after school.</p> <p>In order to help our below proficient students reach proficiency and above, they will learn in multiple modes (visual, auditory, kinesthetic, oral) of individualized learning and through the use of technology compatible, interactive boards, computers, projectors and response clickers, supplemental materials and other devices and materials to support student learning.</p> <p>Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions and duration of interventions are based on individual student responses to instruction and outcome data based on RTi model tier 2 and tier 3.</p>	Leadership Team	<p>Duplicating</p> <p>Copier Rental for supplemental Materials</p> <p>Instructional Aide Temporary</p>	<p>LCFF F/R</p> <p>LCFF F/R</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>LCFF F/R</p>	<p>2,000</p> <p>1,000</p> <p>1,000</p> <p>5,000</p> <p>5,000</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p>	Students identified as at-risk will be provided access to a sub instructional aide, before and after school tutoring. Students will demonstrate progress through participation in class, home work, chapter test, and state tests.
<p>Teachers post objectives daily.</p> <p>Students and teachers refer to standards during teaching and learning.</p>	Classroom Teachers Students					Students will show an increase in achievement to the following: Teacher

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>Students use rubrics to gauge their own learning.</p> <p>Develop and implement schoolwide expectations for the quality of work and staff expectations to include a schoolwide assessment system for consistency in every grade.</p>						<p>observation, Daily and Weekly curriculum assessments, Trimester Benchmark Assessments and Common Core State Standards Testing</p>
<p>With the help of the librarian, students conduct research, and apply project-based learning techniques through the use of the library, Accelerated Reader, interest-based reading and through RIF (Reading is Fundamental), and technology integration.</p> <p>The librarian ensures that students have access to library collections that are rich in cultures and interests and reflect the diversity, needs, and interests of our students.</p>	Joanne Haleem	Library Media Tech	LCFF F/R	14,761	All	<p>Principal and teacher observation and notes will indicate an increase and related research projects using library materials.</p> <p>Students show an increase in achievement according to the following: Teacher Observation, Daily and Weekly Curricular Assessments, Trimester Benchmarks, and Common Core State Testing.</p>
All students consistently learn in a standards-based, balanced curriculum to include English Language Arts, Math, Social Studies, Science, Visual & Performing Arts, and Physical Education.	Leadership Team	Other Books	Title I Part A: Allocation LCFF F/R	3,000 2,000	All 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	

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:				
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.				
Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities project based learning extended extracurricular and expanded learning program involvement.				
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.				
SCHOOL GOAL #2:				
To enhance collaboration and significant expectations among all stakeholders in order to improve student achievement.				
Data Used to Form this Goal:				
Assessment data from State Test scores and site assessment.				
Findings from the Analysis of this Data:				
We need to focus our attention on common core standards ELA instruction in K-2 grades and have students mastering grade level standards to support students in the 4-6 grades.				
How the School will Evaluate the Progress of this Goal:				
By monitoring classroom work, homework, site assessments, district assessments and state assessments.				
Parent Engagement Activities Related to this Goal:				
Parent involvement: in the following School Site Council, parent meetings, climate surveys, parent volunteer opportunities.				
For Schools in Program Improvement: How does this goal address the school's program improvement issues?				
API	English-Language Arts		Mathematics	
% proficient	School Score	% proficient	School Score	
2011 866	67.6%	68.8%	68.5%	73.4%
2012 872	78.4%	69.9%	79.0%	71.5%
2013 865	89.2%	63.7%	89.5%	70.7%
If you take a look at the % proficient for ELA and Math for the last three years, the increase of students at the proficient level in ELA rose from 67.6 to 89.2%. Pony Express scores in ELA rose and took a 6.2% dip from 69.9% to 63.7% while the expectations rose to 89.2%. Pony Express scores in Math rose and took a 2.6% dip from 73.4% to 70.7% while the expectations rose to 89.5%. The Hispanic or Latino's, White, Two or More Races and English Learners groups had the most gain from 2011 and loss in 2013. Our Black or African American, Asian, Socioeconomically Disadvantages and Students with Disabilities groups remained the same within a few points. The goal addresses providing instruction to all students to raise the proficient levels to meet 9 out of every 10 students.				

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	
Teachers collaborate during SST, Common Planning Time (CPT), Academic Conferences, Targeted Instruction Block, Team Meetings, Articulation Time, Leadership Meetings, Curriculum Thursdays, staff meetings, and observation days to plan goals and objectives that will improve teaching and learning (as outlined in Whole School Priority #1 above). Grade levels will meet (horizontally & vertically) a minimum of 18 hours a year to discuss data, student achievement, action plans, enhancing teaching strategies, and the school plan.	Leadership Team					Agendas, Sign-in sheets, data from teacher observations and student assessments.
Increased collaboration and decision-making will occur through: a) Student surveys, Parent surveys, staff surveys, and supplemental parent education materials. Increased dialogue, effective decision-making and evaluations of programs will occur through SSC, ELAC, GATEPAC, PTA, Family Fridays and other parent forum/community forums		Parent Involvement: Duplicating/Printing Food Supplies Parent Involvement: Communication Costs / Postage Duplicating: Supplemental / Intervention	Title I Part A: Allocation Title I Part A: Allocation LCFF LEP LCFF F/R Title I Part A: Allocation	635 1,000 149 683 1,500	All All	Agendas, minutes, sign-in sheets to reflect attendance and topics.
Increase partnerships to include partners created through: Communicating with partners in education (colleges, businesses, parents, community, associations) willing to partner with us to expose our students to the world at large (jobs-sharing, excursions, project-based learning, etc.)		District Transportation	LCFF F/R	2,000	All	Teacher lesson plans, notes and observations indicate that partners in education and the world, students Field Trips
Celebrate the successes of our students,						

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
staff and community through monthly events and assemblies					

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
SCHOOL GOAL #3:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Parent Engagement Activities Related to this Goal:
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	68,318.00
LCFF LEP	15,450.00
Title I Part A: Allocation	53,298.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	131,099.00
Goal 2	5,967.00

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
Debra Hetrick	X				
Pat Davis		X			
Maureen Jensen		X			
Vern Henrich		X			
Davina Martinez		X			
Norma Ochoa				X	
Gladys Perez				X	
Sabrina Cinder				X	
Maria G. Duarte				X	
Jason Qunitella				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:

Recommendations and Assurances

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

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

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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 06/03/14.

Attested:

Debra Hetrick

Typed Name of School Principal


Signature of School Principal

01/27/2015
Date

Pat Davis

Typed Name of SSC Chairperson


Signature of SSC Chairperson

1/27/15
Date