The Single Plan for Student Achievement
2017-18

School: Crocker/Riverside Elementary School

CDS Code: 34-67439-6034243

District: Sacramento City Unified School District

Principal: Daniel McCord

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 McCord

Position: Principal

Phone Number: (916) 395-4535

Address: 2970 Riverside Blvd.
Sacramento, CA 95818

E-mail Address: Daniel-McCord@scusd.edu

The District Governing Board approved this revision of the SPSA on August 3, 2017.

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

The Crocker/Riverside Staff extends a warm welcome to all the students and their parents. Crocker/Riverside School is an excellent neighborhood school with a dedicated staff, academically-minded students, and involved and supportive parents. We are committed in all our activities to provide a quality education for all our children. Our goal is to guide children to become fully participating citizens by giving them a strong academic education in a nurturing environment that recognizes diversity, promotes healthy choices, and embraces community involvement.

Students receive a challenging and rigorous academic curriculum supported with enrichment activities, hands-on and real-life experiences, community resources, and active parent participation and involvement. Parent and community participation is outstanding and continues to provide vital assistance to our educational program. In addition to instruction in the core curriculum, students are provided learning opportunities in physical education, hands on science experiences through our Science Docent program, singing and music in the classrooms, library times, art through the Art Docent program, outdoor education through the Garden Docent program, classroom exchanges, and strong ties to the neighborhood middle and high school that enhances the school culture. There are many field trip and assembly opportunities, including annual trips to the Crocker Art Museum, a living history day at Sutter's Fort, space exploration at the Sacramento Discovery Museum, and a week-long outdoor science camp at Alliance Redwoods. Our school's Parent Teacher Organization/Association is very active and highly committed to supporting and improving the educational program and school environment through its involvement with the school and its many planned school and family activities.

There are a number of before and after-school programs, provided by outside vendors, including orchestra, band, choir, coding, art, chess club, Debate Cubs, Young Actors, Girls Scouts, Cub Scouts, Early Engineers, and a running/fitness program for the students. Before and after-school child care is provided for a fee on our campus through the City Parks and Recreation's 4th "R" program.

Crocker/Riverside School is a wonderful neighborhood school with a tradition of high student achievement, academic success for all students, and outstanding parent involvement. We believe in our students and their educational success is our focus.

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	107	87	104	87	104	87	97.2	100
Grade 4	101	100	99	97	99	97	98.0	97
Grade 5	96	97	95	97	95	97	99.0	99
Grade 6	80	98	80	95	80	95	100.0	97.9
All Grades	384	382	378	376	378	376	98.4	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	2443.7	2469.3	24	43	38	28	21	16	17	14
Grade 4	2501.2	2502.2	41	33	25	35	19	23	14	9
Grade 5	2548.7	2546.3	41	40	33	31	15	14	12	14
Grade 6	2574.1	2583.4	26	41	45	35	24	15	5	9
All Grades	N/A	N/A	33	39	35	32	20	17	12	12

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	34	43	46	45	20	13
Grade 4	29	34	52	56	19	10
Grade 5	37	41	48	41	15	18
Grade 6	26	41	58	43	16	16
All Grades	32	40	51	46	18	14

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	18	39	59	43	23	18
Grade 4	35	31	51	58	14	11
Grade 5	43	49	42	32	15	19
Grade 6	45	42	48	42	8	16
All Grades	35	40	50	44	15	16

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	34	39	59	52	8	9
Grade 4	33	33	63	64	4	3
Grade 5	35	31	54	59	12	10
Grade 6	21	22	74	71	5	7
All Grades	31	31	62	61	7	7

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	23	39	63	47	14	14
Grade 4	22	31	46	58	11	11
Grade 5	48	54	42	38	9	8
Grade 6	40	45	55	52	5	3
All Grades	33	42	52	49	10	9

Conclusions based on this data:

1. This is first year our students' performance on the CAASPP was available, and only the second year our 4th-6th graders took the exam. With that in mind, overall we are pleased with their progress.
2. Teachers noticed a need to provide additional opportunities for students to practice the skills they will need for the CAASPP, especially keyboarding.
3. Teachers further noticed that there is a need to expand their students' academic vocabulary and its application on a variety of assessments.

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	107	87	105	87	105	87	98.1	100
Grade 4	101	100	100	97	100	97	99.0	97
Grade 5	96	97	96	97	96	97	100.0	99
Grade 6	80	98	80	95	80	95	100.0	97.9
All Grades	384	382	381	376	381	376	99.2	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	2466.0	2498.9	31	51	39	30	20	13	10	7
Grade 4	2506.7	2516.1	29	30	33	41	28	25	10	4
Grade 5	2535.3	2550.7	35	44	21	23	28	19	16	14
Grade 6	2587.0	2603.1	44	44	26	24	21	23	9	8
All Grades	N/A	N/A	34	42	30	30	24	20	11	9

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	49	70	37	18	14	11
Grade 4	40	45	39	40	21	14
Grade 5	35	54	36	24	28	23
Grade 6	55	52	35	34	10	15
All Grades	44	55	37	29	19	16

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	40	53	50	39	10	8
Grade 4	30	40	58	48	12	11
Grade 5	44	39	35	44	21	16
Grade 6	41	44	43	43	16	13
All Grades	39	44	47	44	14	12

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	41	54	51	40	8	6
Grade 4	39	39	44	53	17	8
Grade 5	36	39	47	46	17	14
Grade 6	40	43	49	45	11	12
All Grades	39	44	48	46	13	10

Conclusions based on this data:

1. See above as the conclusions are the same at this time.
2. Ongoing monitoring and support of students who performed below standard is warranted.

School and Student Performance Data

2016 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							***							***	
1				***	***										
2		***		***											
3										***					
4	***	***									***		***		
6					***										
Total	13	33		38	33		25			13	17		13	17	

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	6	6	4
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	6	6	4
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	59.0	60.5	62.0%
Met Target	--	--	--

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	5	2	7	1	2	2
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	--	--	--

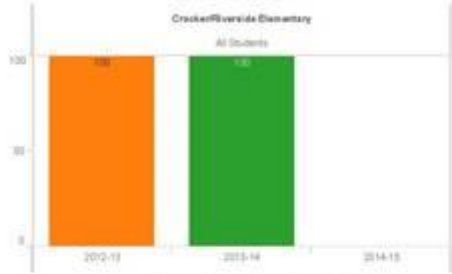
AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

School and Student Performance Data

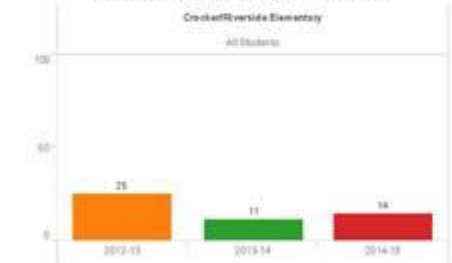
LCFF State Priorities Snapshot

Local Control Funding Formula (LCFF) State Priorities Snapshot
Sacramento City Unified School District

Percent of English Learner (EL) Students Who Made Progress Towards English Proficiency



Percent of EL Students Who Were Reclassified



Number and Percent of Students Suspended

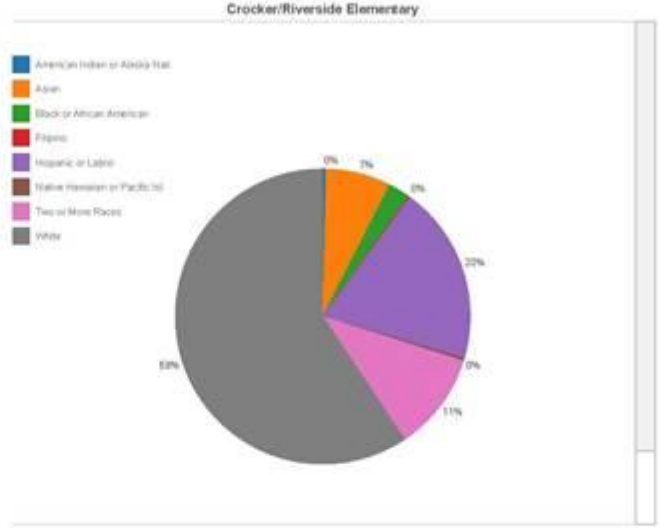
	All Students		
	2012-13	2013-14	2014-15
Crocker/Riverside Elementary	5 0.0	9 1.4	3 0.4

Number and Percent of Students Expelled

	All Students		
	2012-13	2013-14	2014-15
Crocker/Riverside Elementary	0 0.0%	0 0.0%	0 0.0%

Enrollment by Race/Ethnicity

Crocker/Riverside Elementary



Enrollment by Program Eligibility

	2012-13	2013-14	2014-15
	Crocker/Riverside Elementary	Crocker/Riverside Elementary	Crocker/Riverside Elementary
English Learners	10	7	
Foster Youth		1	
Socioeconomically Disadvantage	126	122	
Students with Disabilities	54	72	

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. Action 1.4: Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English learners make expected progress in attaining English and in academic achievement.
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, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.)
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)**
LCFF S/C	$37,770	0.00

Planned Improvements in Student Performance

School Goal #1

SCHOOL GOAL #1:
School-wide, student-centered focus on the understanding and achievement in meeting the California Common Core State Standards (CCSS) in math and English Language Arts, Next Generation Science Standards (NGSS) as updated curriculum becomes available, and all other state standards.
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
1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.
Data Used to Form this Goal:
Directive from school district to implement the adopted standards, communications with instructional staff and students' families.
Findings from the Analysis of this Data:
Great progress continues to be made in the implementation of the CCSS and other state standards and in student achievement with regard to them. Additional focus needs to be made to explore and implement the NGSS.
How the School will Evaluate the Progress of this Goal:
Communications with the school community, trainings received by instructional staff, student performance on assessments based on the current standards.
Parent Engagement Activities Related to this Goal:
Parent-teacher conferences, community meeting(s) on campus, report cards, communications from school to home, Science Docent, field trip chaperoning, and in class volunteer opportunities.
For Schools in Program Improvement, please indicate year 1 2 3 4 5 **For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).**

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 Group	
Principal and teaching staff participate in collaborative efforts re the state standards and their ongoing implementation in daily classroom and homework activities.	Principal and staff	n/a	N/A	0	X All	Principal, teaching staff and training specialists are able to produce meeting agendas and evidence of productivity in the meetings. Principal observations in classrooms. Reports to SITE Council. Principal attends staff and grade-level meetings to verify collaboration by grade-levels and receives reports from training specialists.
Principal and teaching staff will engage with District NGSS specialists and site liaisons to further explore and integrate the NGSS in the classroom.	Principal and teachers	n/a	N/A	0	X All	Teaching staff monitor student progress and report to SSC. SSC to review ongoing communications to parents and reports from principal and teaching staff.
Teachers will conduct varied assessments of students and analyze their results. Information from these assessments to be used to drive instruction and implementation of the state standards. Collaboration Time on Thursdays will focus on instruction, assessment, and student achievement.	Principal and teachers	n/a	N/A	0	X All	Teaching staff monitor student progress and report to SSC. SSC to review ongoing communications to parents and reports from principal and teaching staff.

Planned Improvements in Student Performance

School Goal #2

SCHOOL GOAL #2:
Using the CASEL Guide for Schoolwide Social and Emotional Learning (SEL), maintain and improve, where needed, a school environment where students feel safe when on campus. Students will also feel empowered to collaborate productively and enthusiastically while engaging in meaningful tasks facilitated by the teacher in a respectful community of learners. School staff and students will communicate to the students' families the topics covered by the SEL curriculum, with suggestions on incorporating the lessons at home.
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.
LEA Plan Goal Alignment
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
Data Used to Form this Goal:
Data taken from communications with families and students, from ongoing collaboration with instructional staff and students, and from school disciplinary data.
Findings from the Analysis of this Data:
Overall, our students are exceptional citizens who are comfortable in their socialization and academic skills. As we prepare our students for middle school, high school and beyond, these skills need to continue to develop, thereby bringing success in a variety of social and educational settings. In addition, though rare, some students engage in negative interactions with their peers.
How the School will Evaluate the Progress of this Goal:
Grade-level and site-level collaborative meeting minutes reflecting discussion of and planning lessons/activities relating to SEL; Principal and teacher observations of students and classes; Tracking reported incidents of conflict, their resolution, as well as disciplinary action taken throughout the course of the school year.
Parent Engagement Activities Related to this Goal:
Parents will be given regular updates on the progress of the SEL topics and lessons, including opportunities to incorporate these at home. Conferences with families, as needed, to address areas of concern as they arise.
For Schools in Program Improvement, please indicate year 1 2 3 4 5 **For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).**

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 Group	
Teaching staff will continue providing weekly formal SEL lessons, with ongoing student support and practice opportunities post-lesson.	Principal and Teachers	n/a	N/A	0	X All	Review of lesson plans, Principal and Teacher observations, reports to SSC.
Teaching staff will produce and distribute family communication tools discussing the SEL curriculum, as taught in the classroom and suggestions for its implementation at home.	Principal and teachers	n/a	N/A	0	X All	Review the communications distributed to families by Teachers.
Character education assembly(ies), classroom discussions facilitated by teachers and principal regarding appropriate and inappropariate social interactions, including cyber-bullying, and SEL-related issues.	SSC	n/a	N/A	0	X All	Review site-wide disciplinary actions taken and review teacher reports of class discussions.

Planned Improvements in Student Performance

School Goal #3

SCHOOL GOAL #3:
School community will continue to explore enrichment opportunities, before, during, and after the school day, to assess their effectiveness in meeting the varied needs and interests of the students, and will continue and/or develop programs deemed successful and seek to replace or supplement programs that are found to be lacking.
District/LCAP GOAL:
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
1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.
Data Used to Form this Goal:
Discussions with teachers, students, and other community members.
Findings from the Analysis of this Data:
While many of the enrichment opportunities provided to students are desirable and beneficial, exploration of other enrichment opportunities are warranted (such as expanded music opportunities, science, foreign language, enhanced technology usage, etc.).
How the School will Evaluate the Progress of this Goal:
Reports from meetings with parents and staff; reports from SSC, PTA and other committees and community organizations.
Parent Engagement Activities Related to this Goal:
Parental involvement in SSC, parent meetings surrounding these issues, parent volunteer opportunities (i.e., Science Docent, Art Docent, Garden Docent)
For Schools in Program Improvement, please indicate year 1 2 3 4 5 **For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).**

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 Group	
Staff discussions of enrichment programs occurring during the school day to determine their effectiveness, including cost-effectiveness. These discussions will look into prep teacher opportunities, field trips, project-based opportunities, parent volunteer programs, classroom exchanges, etc.	Principal and staff	n/a	N/A	0	X All	Principal and staff reports to SSC; meeting agendas and minutes (if any).
For enrichment programs that are determined to meet the students' needs, purchasing of materials or payment of fees needed to successfully maintain the program. Continue to offer intervention services that meet needs of all students, those achieving below grade level standards, and possibly those who are achieving above grade-level standards. This may include teacher-led tutoring.	Principal, staff	Materials/fees	LCFF S/C	37,770.00	X All	Staff reports of purchased and/ or needed materials or fees.

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF S/C	37,770.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	0.00
Goal 3	37,770.00

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 McCord, Principal	X				
Deana Oliver			X		
Karen McClain		X			
Roxanne Wolfe		X			
Janette Coffing		X			
Kristina Rogers				X	
Anna Molander				X	
Donna Huntingdale				X	
Kate Wheatley				X	
Jim Knowdell				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)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

Departmental Advisory Committee (secondary) _____ Signature

X Other committees established by the school or district (list): _____ Signature

PTA, District GATE Committee and district personnel

4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.
5. 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.
6. 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.
7. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Daniel McCord	M. Daine McCord	3/30/17
Typed Name of School Principal	Signature of School Principal	Date
Kristina Rogers		3/30/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Annual Evaluation – REQUIRED Spring 2018

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?
Teacher collaboration appears to be the single most effective strategy in effectively addressing our students' needs and helping improve their achievement. This is especially true in implementing the CCSS, which is evidenced in meeting notes, lesson plans, assessments, benchmarks, and student projects.

Tutoring offered by teachers to those students needing additional support is also finding success. This is evidenced by teacher observations of students, student assessments, and student task completion rates.

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
X Continuing it with the following modifications:
No modifications.