

The Single Plan for Student Achievement

School: Pasadena Avenue Elementary School
CDS Code: 34-67447-6034813
District: San Juan Unified School District
Principal: Teresa Cummings
Revision Date: 10/15/13

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 11/19/13.

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School Mission

Pasadena Avenue Elementary School's Mission Statement

MISSION:

The mission at Pasadena Elementary is to develop innovative thinkers, to ensure all students are academically successful while becoming respectful and responsible citizens through quality, student-centered instruction within a community of trust.

School Profile

Pasadena Elementary is one of 35 elementary schools in the San Juan Unified School District. Pasadena has been identified as a Title 1 school for the first time this year. The 262 students attending Pasadena are 48.3% white, 32.7% Hispanic/Latino, 11.5% African American, 4.2% Asian, and 2.4% other ethnicities. 58 of our students are English Language Learners.

Pasadena Elementary offers full day kindergarten. The curriculum provided is aligned to the California Content Standards. The school supports cultural awareness and Character Education on a daily basis through its diverse literature selections and Character Counts curriculum that addresses Strategy 6 of the District Strategic Plan and the Pasadena Strategic Plan.

At Pasadena Avenue Elementary School, a community of caring, education is a responsibility shared by students, staff and parents. We believe in a learning environment that promotes high academic growth and self-esteem while valuing individual differences. By working together with parents and the community, we provide an atmosphere where all students have an opportunity to develop to their fullest potential. Our school-wide focus is comprehensive literacy. We are challenging ourselves and our students to do their greatest academic work.

Pasadena updated its school wide Strategic Plan in October 2013. Community members, staff, and parents worked to update information about the school Mission, Vision and tactics.

Comprehensive Needs Assessment Components

Introduction

Pasadena staff, parents and community members are in the process of completing and updating our strategic plan in the Fall of 2013. Our goals are to align ourselves with the district strategic plan, Common Core, and to create a solid set of goals and actions to guide our instructional work in pursuit of increasing student learning.

Data Analysis

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

During the strategic planning meeting, the team decided that an action plan will be developed around the instructional strategies that align with the State Common Core Standards. Accountability measures include NWEA running records, bookshop assessments, parent/staff and student surveys, attendance data and behavior referrals will be used to determine if goals are being met.

Parental Involvement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At Pasadena involvement of parents, and community members is imperative. Each classroom receives an Art Docent once per month. The head Art Docent recruits parent volunteers to lead various projects throughout the year. A strong community partner that Pasadena collaborates with is the Sacramento Sheriff's Department. On Wednesdays during lunch recess, a Sheriff plays basketball, and interacts with students. In addition to weekly basketball, three times per year, families are invited to join their child for a picnic lunch out on the grass and picnic tables. The Sacramento Sheriff's Department also gets involved on family picnic days by making a presence and showcasing their police cars.

The following are other activities that we offer at Pasadena:

- Family Picnic Day
- Sacramento Sheriff's Department-weekly Wednesday basketball
- Spaghetti feed/Harvest Festival
- Classroom Art Docent
- Back to School Night/Open House
- Family Nights
- Holiday performance
- Student Body sponsored assemblies and activities
- Friday Snack Shack
- Various Fundraisers
- Fiesta Night
- OLWEUS bullying prevention workshop

Description of Barriers and Related School Goals

Include the strongest themes from critical issues or Gap to Goal Review of Data

Pasadena Data analysis of CST shows that 35% of Pasadena students are proficient in Language Arts, and 47% or above in Math. Proficiency data for our sub groups are as follows: SES 32% Language Arts, SES 45% Math, ELL Language Arts 4%, ELL Math 82%. Suspension rates have decreased from 8 in the 2011-12 school year to 7 total suspensions in the 2012-2013 school year. During our planning meeting it was determined that a universal school behavior system needs to be implemented and that the teachers need to be trained in positive behavior interventions and systems.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	202	146	123	117	78	62	19	14	12	9	8	5
Growth API	807	756	750	855	780	777	724	682	646			
Base API	811	807	755	851	855	779	715	724	682			
Target	A	A	5	A	A	5						
Growth	-4	-51	-5	4	-75	-2						
Met Target	Yes	No	No	Yes	No	No						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	46	39	38	49	32	37	139	103	94	23	7	12
Growth API	719	734	728	756	696	712	776	726	734	657		633
Base API	744	719	734	794	756	696	793	776	725	674	657	
Target							5	5	5			
Growth							-17	-50	9			
Met Target							No	No	Yes			

Conclusions based on this data:

1. The SES sub group, is the only group that met their target growth.
2. The sub group ELL and SES were the only two groups who had growth. All other sub groups did not meet thier target growth.
3. Overall, our API for all students has steadily decreased over the past three years.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99	99	100	100	100	100	95	94	100	100	100
Number At or Above Proficient	115	69	44	81	39	27	8	5	1	--	--	
Percent At or Above Proficient	56.9	47.3	35.8	69.2	50.0	43.5	42.1	35.7	8.3	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	99	99	99	97	100	100
Number At or Above Proficient	17	17	11	22	14	11	71	40	30	8	--	2
Percent At or Above Proficient	37.0	43.6	28.9	44.9	43.8	29.7	51.1	38.8	31.9	34.8	--	16.7
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	No	No	No	--	--	--

Conclusions based on this data:

1. There were no subgroups who met their AYP criteria.
2. With the exception of Hispanics 2012-13, no subgroups have met the AYP targets the past 3 years. Unfortunately, the growth shown for our Hispanic subgroups in 2012 declined below the 2011 proficiencies in 2013.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99	99	99	100	100	100	95	94	100	100	100
Number At or Above Proficient	121	64	61	84	39	36	6	6	2	--	--	
Percent At or Above Proficient	59.9	43.8	49.6	71.8	50.0	58.1	31.6	42.9	16.7	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	No	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	99	99	99	93	100	100
Number At or Above Proficient	19	14	18	28	13	18	74	42	46	10	--	5
Percent At or Above Proficient	41.3	35.9	47.4	57.1	40.6	48.6	53.2	40.8	48.9	43.5	--	41.7
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	Yes	No	Yes	--	--	--

Conclusions based on this data:

1. While no subgroups met the AYP target for 2013, the all students, White, Hispanic, EL, and SES groups did show growth over 2012.
2. Our African American subgroups showed an alarming decline in proficiency from 2011 at 31.6% to 2013 at 16.7%. However, that subgroup is only 13.5% of our overall population.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Initial Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	0	0	0	0	4	27	2	13	9	60	15
1	0	0	5	45	2	18	4	36	*****	***	*****
2	0	0	1	9	4	36	5	45	*****	***	*****
3	1	13	0	0	5	63	0	0	2	25	8
4	0	0	1	14	3	43	2	29	1	14	7
5	0	0	4	67	2	33	0	0	0	0	6
Total					4	24	2	12	11	65	17

Conclusions based on this data:

- 0% of Kindergarten students met the CELDT criteria. 45% of grade 1 students met the CELDT criteria. 9% of grade 2 students met the CELDT criteria. 13% of grade 3 met the CELDT criteria. 14% of grade 4 met the CELDT criteria. 33% of grade 5 met the CELDT performance.
- Based on CELDT data, Pasadena has high concentrations of Beginners in grades 2-4 and Early Intermediates in grade 1, 2 & 4

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					*****	***					*****
1			5	45	2	18	4	36			11
2			1	9	4	36	5	45	1	9	11
3	1	13			5	63			2	25	8
4			1	14	3	43	2	29	1	14	7
5			4	67	2	33					6
Total	1	2	11	25	17	39	11	25	4	9	44

Conclusions based on this data:

- N/A

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					5	31	2	13	9	56	16
1			5	42	2	17	4	33	1	8	12
2			1	8	4	33	5	42	2	17	12
3	1	13			5	63			2	25	8
4			1	14	3	43	2	29	1	14	7
5			4	67	2	33					6
Total	1	2	11	18	21	34	13	21	15	25	61

Conclusions based on this data:

1. N/A

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	53	45	44
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	53	45	44
Number Met	27	35	17
Percent Met	50.9%	77.8%	38.6%
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	69	4	56	2	55	6
Number Met	8	--	11	--	9	--
Percent Met	11.6%	--	19.6%	--	16.4%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	*	No	*	No	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	Yes	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1. 77.8% of CELDT students tested met growth expectations in 2012 and thus surpassed the NCLB target of 56%
2. There was a significant increase in growth from 50.9% in 2011 to 77.8% in 2012.

School and Student Performance Data

Local Assessment Data

Data Worksheet

Pasadena Avenue Elementary

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	65.2	73.9	69.7	90
	African Am				90
	Hispanic		69.2	70.0	90
	Low SES	61.8	71.4	66.7	90
	English Lnr				90
	Special Ed				90
Ovl	Growth API	807.0	756.0	749.0	800
	African Am	724.0	682.0		800
	Hispanic	719.0	734.0		800
	Low SES	776.0	726.0	737.0	800
	English Lnr	756.0	696.0		800
	Special Ed	657.0			800
2	Reading on grade level (gr 2-11)	55.8	46.3	35.7	90
	African Am	36.0	31.6	7.1	90
	Hispanic	37.7	42.6	30.0	90
	Low SES	49.0	39.0	33.0	90
	English Lnr	22.7	30.8	46.2	90
	Special Ed	37.5	22.2	28.6	90
2	Math at grade level (gr 2-7)	58.5	40.0	48.1	90
	African Am	28.0	31.6	14.3	90
	Hispanic	43.4	31.9	45.0	90
	Low SES	51.0	37.5	47.0	90
	English Lnr	22.7	30.8	46.2	90
	Special Ed	37.5	22.2	28.6	90
2	Algebra 1 completed 1st time				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	Algebra 1 completed by gr 9				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	EL growth toward profic.	50.9	77.8		70
3	Pct of students abs>10% (gr K-8)	20.4	20.5	20.6	3
	African Am	24.4	27.7	27.7	3
	Hispanic	20.0	20.6	18.1	3
	Low SES	20.2	21.7	22.1	3
	English Lnr	11.9	15.6	14.1	3
	Special Ed	28.6	18.2	21.2	3
3	Pct adjusted dropouts (gr 9-12)				<5
	African Am				<5
	Hispanic				<5
	Low SES				<5
	English Lnr				<5
	Special Ed				<5
3	Cohort Graduation Rate				95
	African Am				95
	Hispanic				95
	Low SES				95
	English Lnr				95
	Special Ed				95
3	Pct of grads completing AG/CTE				70
	African Am				70
	Hispanic				70
	Low SES				70
	English Lnr				70
	Special Ed				70
5	Pct of students suspended	7.5	1.0	1.9	<2
	African Am	9.4			<2
	Hispanic	4.2		1.1	<2
	Low SES	11.3	1.3	2.4	<2
	English Lnr	3.4	1.6		<2
	Special Ed	26.7	4.5	9.1	<2

Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.

API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group

Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR ELA test taken.

Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.

Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course

Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who

EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III)

Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)

Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.

Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)

A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course

Suspension rate is the percent of enrolled students who were suspended at home for 1+ days

NOTE: Be cautious when drawing conclusions where group populations are very small.



<i>Effective Instructional Strategies/21st Century Skills</i>	<i>Pct Strongly Agree/Agree</i>	PARENT		STUDENT (gr5-11)		STAFF	
		N	Pct	N	Pct	N	Pct
		Improved ability to read and understand complex text	43	81.4%	31	71.0%	4
Improved written communication skills	43	81.4%	30	80.0%	4	75.0%	
Improved spoken/oral communication skills	43	79.1%	31	83.9%	5	60.0%	
Improved ability to solve complex problems	42	85.7%	31	71.0%	4	75.0%	
Improved ability to use technology to find information/solve problems	43	76.7%	31	71.0%	5	40.0%	
Improved ability at working with other students on problems/projects	43	83.7%	30	83.3%	5	40.0%	
Improved leadership skills	43	74.4%	31	64.5%	4	50.0%	
Encouraged to share knowledge/ideas in a creative way	43	90.7%	31	64.5%	4	100.0%	
Curiosity/imagination is fostered	43	95.3%	31	80.6%	5	80.0%	
School promotes academic success of all students.	43	97.7%			5	60.0%	

<i>Personalized Learning</i>	<i>Pct Strongly Agree/Agree</i>	PARENT		STUDENT (gr5-11)		STAFF	
		N	Pct	N	Pct	N	Pct
		Academic goals have been collaboratively set and monitored.	42	81.0%	31	61.3%	3
Students have a learning plan/4-year plan.	41	46.3%	30	30.0%	3	0.0%	
Students are challenged at school through high standards of academic performance.	42	95.2%	30	80.0%	5	100.0%	

<i>Character Education</i>	<i>Pct Most/All of the Time (character)</i>	PARENT		STUDENT (gr5-11)		STAFF	
		N	Pct	N	Pct	N	Pct
		Students model RESPECT at this school.	41	78.0%	29	72.4%	5
Students model RESPONSIBILITY at this school.	42	85.7%	30	53.3%	5	0.0%	
Students model HONESTY at this school.	42	71.4%	29	79.3%	5	40.0%	
Students model CARING at this school.	42	73.8%	29	79.3%	5	60.0%	
Students model COOPERATION at this school.	40	82.5%	29	62.1%	5	0.0%	
Students model COURAGE at this school.	39	82.1%	30	66.7%	5	20.0%	
The school fosters an appreciation of student diversity and respect for each other.			31	83.9%	5	100.0%	

<i>Parent/Family Involvement</i>	<i>Pct Strongly Agree/Agree</i>	PARENT		STUDENT (gr5-11)		STAFF	
		N	Pct	N	Pct	N	Pct
		Parents are well-informed about their child's progress in school.	43	95.3%			
Teachers provide information about a child's performance to parents who speak a language other than English.	30	80.0%			3	66.7%	
Teachers promptly contact parents when he/she is concerned about their child's progress.	43	93.0%			3	66.7%	
Teachers are responsive to parents when they call or want to meet.	43	90.7%			5	100.0%	
Teachers send home work or ideas that help parents support their students at home.	42	97.6%			2	100.0%	
Adults/staff in the office are helpful when parents/students come in or call.	43	97.7%	31	83.9%			
Translated materials (or a translator) for my language are available when parents come to school.	29	69.0%					
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).	42	92.9%					
The school keeps parents well-informed about school activities.	42	95.2%					
I speak a language other than English and I receive general information from my student's school in my language.	29	86.2%					
This school offers parents opportunities to be involved in school and classroom activities.	41	97.6%			5	80.0%	
Parents are invited to meetings where the school's academic performance is discussed.	43	88.4%					
This school actively seeks the input of parents before making important decisions.	43	83.7%					

Conclusions based on this data:

- 69.7% of 4th grade students are writing at a Proficient level, however in 2011-12 73.9% were proficient. The low SES sub group met their API growth in 2012-13.
- 35.7% of second grade students are reading at the proficient level; a decline of 20% since 2011. 48% of second grade students are proficient in math, an increase of 8% over last year but still below the 58% of 2011
- 20% of staff feel that students model respect and courage, compared to 78% of parents. 40% of the staff feel that students model honesty, compared to 71.4% of parents. 20% of staff feel that students model courage, compared to 82.1% of parents. 66.7% of the staff feel that teachers improve with providing information about a child's performance to parents who speak another language other than English, compared to 80.0% of parents. 66.7% of the staff feel that teachers can improve on promptly contacting parents when he/she is concerned about their child's progress, compared to 94% of parents.

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Implementing Effective Instructional Strategies Around Common Core Standard
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Tactic #1:
<ul style="list-style-type: none">• We will ensure all staff are implementing effective instructional strategies based on common core standards in ELA and Math.• We will continue to focus professional development around implementation of Comprehensive Balanced Literacy and Common Core Standards.• We will continue to purchase technology and instructional supplies to update classrooms to meet with the Common Core alignment.
Data Used to Form this Tactic:
<ul style="list-style-type: none">• CST, CMA• CELDT Mondo (Bookshop) <ul style="list-style-type: none">• NWEA
Findings from the Analysis of this Data:
CST ELA data shows that 35% of all students are proficient or above. 28% are performing BB and below. CST Math data shows that 47% of our students are proficient or above. 27% are performing BB and below.
Related Objective and how it will be Measured:
<ul style="list-style-type: none">• Formative assessments developed by common agreements of teachers• Site Assessment Plan - Students will be assessed at least once per trimester with benchmark assessments in Mondo (Bookshop), NWEA, and Houghton Mifflin Math. RIT score goals, and Bookshop reading level progress will be measured by trimester NWEA data and Bookshop assessments

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Implementation of Common Core Standards: <ul style="list-style-type: none"> • Staff will begin unpacking Common Core Standards as they relate to ELA and Math • Common Assessments will be determined by staff as set forward in our Site Assessment Plan 	September 2013-June 2014	Principal, Teachers	Common Core module training.	None Specified		0
			Provide ongoing teacher support and coaching to support implementation of the CCSS in all curriculum areas	1000-1999: Certificated Personnel Salaries	Other	3500.00
			Provide consistent articulation between grade levels	None Specified		0
			Ensure collaboration time to analyze the results of common assessments to guide and revise instruction		Other	0
1.2 Students and teachers will receive additional English Language Development support.	August 2013-June 2014	Principal	ELIS can provide PD and one on one support to teachers.	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula (LCFF)	35281
			ELIS can observe and provide feedback to teachers.	1000-1999: Certificated Personnel Salaries	Title I Part A: Site Allocation	5394
			ELIS can pull targeted students for additional instruction	None Specified		0

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 Analyze Common Assessments to Match Common Core Standards	October 2013-April 2014	Principal, teachers, all staff	<ul style="list-style-type: none"> Analyze NWEA and Bookshop results to support instructional strategies and student needs Develop common agreements around formative assessments that will be given at grade levels to increase student achievement. 	1000-1999: Certificated Personnel Salaries	Title I Part A: Site Allocation	1400.00
1.4 Update classrooms to be technologically ready to meet the requirements of Common Core	September 2013-May 2014	Principal	Upgraded classroom technology including, chrome books, IPADS.	4000-4999: Books And Supplies	Title I Part A: Site Allocation	50000.00
			Interactive boards, or other components that may be used for Common Core requirements	7000-7439: Other Outgo	Title I Part A: Site Allocation	21544.00
1.5 Update instructional supplies and materials.	October 2013-May 2014	Principals, and staff	Classroom libraries, books and supplies to meet the requirements of Bookshop and Writers Workshop.	4000-4999: Books And Supplies	Title I Part A: Site Allocation	10000.00
1.6 Personnel	September 2013-June 2014	Teacher	Kindergarten teacher was funded through EIA-LEP funding	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula (LCFF)	41029.00

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Develop Positive Character Traits
District Strategy:
Strategy 3: We will ensure effective two-way communication that is honest transparent and timely to build trusting relationships and create a unified collaborative learning community.
Tactic #2:
We will continue to develop positive character traits, emphasizing becoming respectful and responsible members of a global community to best achieve our mission and objectives. Pasadena staff and after school staff will participate in the Olweus Program to reduce bullying at schools.
Data Used to Form this Tactic:
Behavior and suspension data; Spring, parent and student survey, and Olweus measurement tools.
Findings from the Analysis of this Data:
Suspension data: 2009/2010-53 suspensions, 2010/2011-62 suspensions, 2011/2012-8 suspensions, 2012/2013-7 suspensions Suspensions have significantly decreased from 2009 to 2013 There is a disconnect between parents perceptions and the staff perceptions of parent and family involvement and character education.
Related Objective and how it will be Measured:
Continue reducing the number of suspensions related to bullying and increase academic achievements. Increase participation in district/school goals noted in Strategy 6 of the District Strategic Plan. Utilize Olweus program evaluation tools. Increase student understanding and displays of respect, honesty, and courage on campus. This will be developed by staff, working with a positive behavior program.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Continue to use Character Counts to support Developing positive character:	August 2013-June 2014	Principal, Teachers, Staff	Teachers will use the program Character Counts throughout their school day. They will provide students with Caught You Being Good Tickets to those who demonstrate the specific monthly character trait. Once a week, a prize drawing will be done for students. Purchased with student body funds.	None Specified	Other	0
			OLWEUS will have a kick off to bullying assembly during Red Ribbon Week. Red Ribbon week materials, were purchased with Student Body funds.	None Specified	Other	0
2.2 Monthly lunches with the Principal to recognize selected students who demonstrate selected character traits.	Monthly September 2013-May 2014	Principal	Each month a character trait will be taught, and at the end of each month, 2 students from each class who have displayed the specific character trait get to have lunch with the Principal	None Specified		0
2.3 Participation in the Olweus Anti-Bullying initiative. Professional development will be available and support will be ongoing for all staff to learn and implement this initiative.	August 2013-May 2014	OLWEUS team	The Olweus TASK Force Team is made up of one Olweus team member, and 8 students who help Pasadena stay bully free.			0

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Parent and Community Engagement
District Strategy:
Strategy 7: We will actively engage families as valued partners in the education process.
Tactic #3:
Encourage parent participation by training parents to help in the classrooms; encourage participation in organizations such as parent volunteers, and site council. Offer opportunities for volunteers at Parent/Child evenings; offer opportunities for sub-group parents to increase academic rigor through classes such as Latino Literacy Project.
Data Used to Form this Tactic:
Logs of participation; review surveys from the site and district.
Findings from the Analysis of this Data:
Low parental engagement PTA disbanded September 2013
Related Objective and how it will be Measured:
Increase parent engagement Attendance at SSC, volunteer logs that includes number of parents, frequency, and specific activities

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Develop a family/community plan to support student success: <ul style="list-style-type: none"> establish a committee of staff and parents to increase volunteer opportunities at our school design and administer an annual family/parent/community survey to identify abilities/talents that could contribute to the school analyze survey results and implement a volunteer schedule train volunteers in order that they may feel successful in helping at a school site. 	10/2013 - 2/2014	Principal, teachers, staff, parents, community members	Pasadena is establishing a group of volunteers including staff, and parents to help with school fundraisers and events.	None Specified		0
			Annual surveys will be reviewed for needs. Train teachers in ways to use parent volunteers effectively. Establish and maintain a data base of volunteers. This data base will include their abailabilitie, skills and interests.	None Specified		0
3.2 Trimester parent picnics with students, staff and community members	November 2013 March 2013 May 2013	Principal and staff	Three times per year, Pasadena will have family picnic days. These picnic days will consist of parents, staff, students and community members i.e. Sacramento Sheriffs department. Parents can bring their child lunch or they can buy a school lunch.	None Specified		0
3.3 Creation of Parent Resource Room	9/2013-11/2013	Principal and Parent Liaison	Grand opening-refreshments Monthly activities-parent liaison and parent volunteers	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2454.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Local Control Funding Formula (LCFF)	76,310	0.00
Title I Part A: Parent Involvement	2,454	0.00
Title I Part A: Site Allocation	92160	3,822.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Local Control Funding Formula (LCFF)	76,310.00
Other	3,500.00
Title I Part A: Parent Involvement	2,454.00
Title I Part A: Site Allocation	88,338.00

Total Expenditures by Object Type and Funding Source

Funding Source	Object Type	Total Expenditures
Other		0.00
Local Control Funding Formula (LCFF)	1000-1999: Certificated Personnel Salaries	76,310.00
Other	1000-1999: Certificated Personnel Salaries	3,500.00
Title I Part A: Site Allocation	1000-1999: Certificated Personnel Salaries	6,794.00
Title I Part A: Parent Involvement	2000-2999: Classified Personnel Salaries	2,454.00
Title I Part A: Site Allocation	4000-4999: Books And Supplies	60,000.00
Title I Part A: Site Allocation	7000-7439: Other Outgo	21,544.00
Other	None Specified	0.00

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
Michelle Briggs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrie Mitchell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Craig Strickland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eric Horn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Halldorson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joyce Meyer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rena Poole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teresa Cummings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paula Muller	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Augusto Marquez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pauletta Butler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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 expenditures 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)**:

 State Compensatory Education Advisory Committee
 English Learner Advisory Committee
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 .

Attested:

Teresa Cummings

Typed Name of School Principal

Signature of School Principal

Date

Paula Muller

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Annual Program Evaluation for 2013-14 Goals & Actions

Planned Improvement Goal #1:

- We will ensure all staff are implementing effective instructional strategies based on common core standards in ELA and Math.
- We will continue to focus professional development around implementation of Comprehensive Balanced Literacy and Common Core Standards.
- We will continue to purchase technology and instructional supplies to update classrooms to meet with the Common Core alignment.

Related Objective and how it will be Measured:

- Formative assessments developed by common agreements of teachers
- Site Assessment Plan - Students will be assessed at least once per trimester with benchmark assessments in Mondo (Bookshop), NWEA, and Houghton Mifflin Math. RIT score goals, and Bookshop reading level progress will be measured by trimester NWEA data and Bookshop assessments

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Implementation of Common Core Standards: <ul style="list-style-type: none"> • Staff will begin unpacking Common Core Standards as they relate to ELA and Math • Common Assessments will be determined by staff as set forward in our Site Assessment Plan 			
Students and teachers will receive additional English Language Development support.			
Analyze Common Assessments to Match Common Core Standards			
Update classrooms to be technologically ready to meet the requirements of Common Core			
Update instructional supplies and materials.			
Personnel			

Planned Improvement Goal #2:

We will continue to develop positive character traits, emphasizing becoming respectful and responsible members of a global community to best achieve our mission and objectives. Pasadena staff and after school staff will participate in the Olweus Program to reduce bullying at schools.

Related Objective and how it will be Measured:

Continue reducing the number of suspensions related to bullying and increase academic achievements. Increase participation in district/school goals noted in Strategy 6 of the District Strategic Plan. Utilize Olweus program evaluation tools.

Increase student understanding and displays of respect, honesty, and courage on campus. This will be developed by staff, working with a positive behavior program.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Continue to use Character Counts to support Developing positive character:			
Monthly lunches with the Principal to recognize selected students who demonstrate selected character traits.			
Participation in the Olweus Anti-Bullying initiative. Professional development will be available and support will be ongoing for all staff to learn and implement this initiative.			

Planned Improvement Goal #3:

Encourage parent participation by training parents to help in the classrooms; encourage participation in organizations such as parent volunteers, and site council. Offer opportunities for volunteers at Parent/Child evenings; offer opportunities for sub-group parents to increase academic rigor through classes such as Latino Literacy Project.

Related Objective and how it will be Measured:

Increase parent engagement

Attendance at SSC, volunteer logs that includes number of parents, frequency, and specific activities

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Develop a family/community plan to support student success: <ul style="list-style-type: none">• establish a committee of staff and parents to increase volunteer opportunities at our school• design and administer an annual family/parent/community survey to identify abilities/talents that could contribute to the school• analyze survey results and implement a volunteer schedule• train volunteers in order that they may feel successful in helping at a school site.			
Trimester parent picnics with students, staff and community members			
Creation of Parent Resource Room			