The Single Plan for Student Achievement

School:	Sunset Ridge Elementary School
CDS Code:	41-68932-6044069
District:	Pacifica School District
Principal:	Ellie Cundiff
Revision Date:	October 14, 2016

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 November 16, 2016.

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School Vision and Mission

Sunset Ridge Elementary School's Vision and Mission Statements
Sunset Ridge is dedicated to providing a rigorous education in a nurturing learning community that addresses the needs of the whole child. Teachers and staff embrace balanced literacy – through the Workshop model - by providing students with state-of-the-art teaching methods in reading and writing. Engaging math and science programs also provide all learners with critical thinking and collaborative opportunities. Sunset Ridge's comprehensive program fosters creativity through Art and Music. Our school community is dedicated to the physical, social, and academic well-being of every student.

School Profile

Academic growth and a focus on the whole child is the culture of success that is Sunset Ridge Elementary. We provide a comprehensive educational program for Transitional Kindergarten through Fifth grade that is supported by the entire school community and the community of Pacifica. Our students and their families are assured of an educational experience that will prepare them for the world of college and career by developing the critical thinking skills children will need to be successful. During past 12 years we have seen our students thrive. Our school is considered a High Achieving School by the California Department of Education. We have won the CBEE Honor Roll Award for making significant academic progress in addressing the achievement gap.

The reason our students continue to be successful is the concentration on four key program elements: literacy, a well-balanced curriculum, student support systems, and community and family involvement. Our school culture is committed to using best practices in teaching all students; collaboration between staff, parents, and the community; and to meeting the different academic and developmental needs of the whole child. Sunset Ridge has developed an outstanding learning environment that promotes critical thinking and builds a sense of community. A large number of our students have reported that they feel like they are part of the school and have opportunities to be involved in school activities.

We have a strong and caring PTO that supports our school through fundraising, volunteering in the classroom, in the gardens, and in the cafeteria. We have a parent room where parents can mingle and plan community events. Our PTO has a reputation of establishing a sense of community and always remaining dedicated to our school and our students even after their children have moved on to middle school. This is our 6th year of our Room Parent Program and we are getting more and more support from our Room Parents. The Room Parents meet 5 times a year and plan classroom, grade level, and school wide events. They also support communication between the PTO and the school community guaranteeing that everyone is aware of school events.

Through the support of the community an outdoor classroom was built. It is a deck that is in the shape of a whale's tail and overlooks the city of Pacifica and the Pacific coast. Students get to visit the outdoor classroom and learn about the environment, look for whales, or enjoy working on projects from class. We have a native wellness garden surrounding the outdoor classroom. Many times you will see children and families enjoying the view from the deck. We also have a vegetable garden on our campus where students can learn about the life sciences and make real world connections while getting their hands dirty. Last year the entire school community participated in painting a mural on our two portables. The mural depicts our coastal environment with a gray whale, the Golden Gate Bridge and the coastal hills. We also included words that represent the things that make Sunset Ridge shine: Responsible, Respectful, Caring, Fun, Integrity, Community, Learning, Helping, Trust, Bonding, and Diversity. The district mission, "Working together to prepare each child for the future by nurturing curiosity and inspiring joy and confidence." is also included in the mural so that we all remember that our goal is to provide our children the very best education.

Sunset Ridge is a diverse school where children develop an appreciation for different cultures and learn to understand different perspectives that will support them in a multi-ethnic world. Our children speak over 20 different languages and come from all over the world. The experiences and backgrounds they have enrich the learning of all students. Eileen Gale Kugler, author of Debunking the Middle-Class: Why Diverse Schools are Good for All Kids said, "Learning comes alive when wisdom is shared not only by competent teachers and books, but also by fellow students with life experiences and cultures that illuminate whole new worlds. Children in diverse schools learn to think for themselves, develop new and broadening friendships, and are simply better prepared for the future in schools that have students from different backgrounds." We are excited to begin our Foreign Language in Elementary Schools (FLES) program this year in grades Kindergarten though 3rd grade with the goal to introduce students to Spanish language for 90 minutes of instruction through the week. The program is designed to promote Global Citizenship, develop

proficiency in oral and written language in Spanish and to encourage and foster all students to develop an openness, understanding, and appreciation for other cultures.

Sunset Ridge teachers and staff are trained in providing differentiated instruction to support student learning so that each child is working at their individual level. Every teacher participated in professional development this past summer to learn new curriculum that supports the Common Core Standards. We have hired additional staff to support students in Language Arts, PE, and Science. We also provide after school tutoring and homework clubs based on student assessment results and referrals. We provide a variety of programs for our students including: art, music, PE, and science classes. We have a full time counselor from the Family Resource Agency and two part-time counselors that work with individual or small groups of students to support social skills. We also have a Benefit Analyst on campus two days a week to support families. We have several extra-curricular programs for students after school including: Hip Hop dance classes, Tai Kwon Do, Homework Centers, drama, Spanish, Vedic Math, Girl Scouts, Bollywood Dance, and STEM, to name just a few.

Sunset Ridge teachers and staff are dedicated to improving teaching practices across the curriculum. We have an active Literacy Committee, Math Committee, and an Instructional Leadership Team that meets on a regular basis. We do book readings as part of our Professional Learning Community, plan staff development, and lessons around the needs of students. We have ST Math, (JiJi), Ticket to Read, and Brain Pop computer programs that children can do at school or home. Teachers can assign homework on the programs and can see how the children did so that they can support them at school.

We have two childcare centers on our campus that provide before and after school care. We have built a seamless transition between school and after care programs. We work closely with the childcare programs to ensure that students are in a safe and engaging environment.

The parents and staff are dedicated to making Sunset Ridge students shine. Excellence through Diversity is our motto.

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	97	94	97	90	96	90	100.0	95.7
Grade 4	94	97	94	96	94	96	100.0	99
Grade 5	90	96	89	96	89	96	98.9	100
All Grades	281	287	280	282	279	282	99.6	98.3

* 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	2415.5	2417.7	16	21	24	23	39	29	20	27
Grade 4	2436.6	2444.0	14	16	16	28	31	17	39	40
Grade 5	2481.8	2478.6	10	10	36	29	19	28	35	32
All Grades	N/A	N/A	14	16	25	27	30	24	31	33

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	20	19	56	43	24	38
Grade 4	11	18	47	42	43	41
Grade 5	17	11	44	46	39	43
All Grades	16	16	49	44	35	40

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	14	29	56	41	30	30
Grade 4	13	15	55	52	32	33
Grade 5	19	19	47	51	34	30
All Grades	15	21	53	48	32	31

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	17	13	70	76	14	11
Grade 4	6	10	70	73	23	17
Grade 5	17	13	54	64	29	24
All Grades	13	12	65	71	22	17

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	17	21	57	52	26	27
Grade 4	16	16	53	57	31	27
Grade 5	25	16	53	70	22	15
All Grades	19	17	54	60	27	23

Conclusions based on this data:

1. The data shows us that most of our students are at the "At or Near Standard" area in all areas of Reading, Writing, Listening, and Research/Inquiry. We have significant numbers of students that are the Below Standard level. The Instructional Leadership Team (ILT) and the Site Lit Team have looked at the data and determined that we need to focus on the amount of time students are spending time reading and the volume of writing students are doing on a daily basis. We see a need to work on students stamina so they are not intimidated by long passages. We also know that we need to work on vocabulary development.
2. We will be monitoring students that are participating in intervention programs.
3. We will be doing parent education workshops around reading with their children at home.

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	97	94	96	92	96	91	99.0	97.9
Grade 4	94	97	94	97	94	96	100.0	100
Grade 5	90	96	89	96	89	96	98.9	100
All Grades	281	287	279	285	279	283	99.3	99.3

* 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	2437.3	2428.3	17	15	36	34	32	26	15	24
Grade 4	2457.0	2465.9	13	10	18	26	43	49	27	15
Grade 5	2479.9	2471.9	13	5	21	25	28	30	37	40
All Grades	N/A	N/A	14	10	25	28	34	35	26	26

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	31	26	45	41	24	33
Grade 4	17	17	44	44	39	40
Grade 5	18	13	36	32	46	55
All Grades	22	18	42	39	36	43

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	19	19	65	57	17	24
Grade 4	13	14	55	58	32	28
Grade 5	13	11	45	48	42	41
All Grades	15	14	55	54	30	31

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	24	24	59	55	17	21
Grade 4	15	25	48	47	37	28
Grade 5	11	9	56	52	33	39
All Grades	17	19	54	51	29	29

Conclusions based on this data:

1. The data shows that our the majority of our students are in the At or Near Standard and the Above Standard area, but we also have a number of students that are in the below standard area. We need to monitor student progress in math.
2. The data shows us that we need to work on academic vocabulary development with all students, but especially our ELL and SED students.
3. The data shows us that our 3rd grade classes had fewer students in the Below Standard area than the other grades. We need to spend time looking at why this is.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	***			***	***	67	***		33	***			***		
1	8	14	8	46	57	31	46	29	46	0		15	0		
2	4		13	21	27	40	63	36	20	13	36	13	0		13
3	7	9	23	23	30	15	50	39	54	14	9	8	7	13	
4	17	23	20	22	31	20	33	31	50	11	11	5	17	3	5
5	31	13	13	31	20	53	34	27	33	3	27		0	13	
Total	13	14	14	27	33	38	46	32	39	9	14	6	5	6	3

Conclusions based on this data:

1. See "findings" under each goal.
2. Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				16	13		68	47		16	31			9	
1	13	13		40	56		47	31							
2	4			22	31		59	31		11	38		4		
3	7	9		24	30		48	39		13	9		9	13	
4	21	24		21	30		32	30		11	11		16	5	
5	33	13		30	19		33	25		3	31			13	
Total	12	11		25	28		48	35		10	19		5	7	

Conclusions based on this data:

1. See "findings" under each goal.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	129	99	100
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	129	99	100
Number Met	67	51	65
Percent Met	51.9%	51.5%	65.0%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	Yes

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	122	30	107	21	100	30
Number Met	31	18	35	9	28	17
Percent Met	25.4%	60.0%	32.7%	42.9%	28.0%	56.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	No	Yes	Yes

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

Conclusions based on this data:

1. No data is reported if there are less than 30 in the cohort.
2. See "findings" under each goal.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	264	224	251
Percent with Prior Year Data	100.0		100
Number in Cohort	264	224	251
Number Met	162	148	172
Percent Met	61.4	66.1	68.5
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

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	204	97	188	88	194	107
Number Met	66	63	74	55	68	74
Percent Met	32.4	64.9	39.4	62.5	35.1	69.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. We see that we had 68.5% of our ELL that met the annual growth as measured on the CELDT.
2. We saw a decrease in the number of students meeting proficiency in the Less Than 5 year group, but a 7% increase in the More Than 5 Year group. This indicates that our long term English Language Learners are making progress towards being proficient in English.
3. AMAO 3 is related to the Annual Yearly Progress. Information on this section is currently not available.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: English Language Arts
LEA GOAL:
Goal 2: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas- English language arts/English Language Development, math science, social science, physical education, and health. (Pupil Outcomes)
SCHOOL GOAL #1:
Our goal is to increase the English Language Arts/ English Language Development skills of all of our children including all significant subgroups by increasing the number of students meeting the end of the year benchmark as measured on DRA2 or TCRWP assessments and by gathering data on student writing through the use of On Demand Writing Prompts.
Data Used to Form this Goal:
DRA2, TCRWP, CELDT results, SBAC, student work samples, demographic information
Findings from the Analysis of this Data:
The DRA2 and the TCRWP Reading Assessment results show that we did not meet the goal of having 70% of our students meeting the end of the year benchmark. We had 60% of our students meeting the end of the year benchmark which is a slight dip from the 2015 results where we had 62% of our students meeting end of the year benchmark. The SBAC results show that we had 4% mores students who met or exceeded the standards. In 2015 we had 39% of our students that met or exceeded the standard. In 2016 we had 43% of our students that met or exceeded the standard. We saw a small increase in each demographic group but saw the largest increase in English Language Learners and Students with Disabilities.. Students that are English Language Learners made a 19% increase. Students with Disabilities made a 14% increase. Our 4th graders ma
How the School will Evaluate the Progress of this Goal:
All students will be provided with coordinated classroom instruction in a comprehensive balanced literacy program. By June 2017, 70% of the students will meet the end of the year benchmark at the independent reading level as measured by DRA2 and or Teachers' College Running Record assessments. By June 2018, 75% of our students will be meeting end of the year benchmarks as measured by DRA2, TCRWP, and other formal and informal assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Provide students with an integrated Balanced Literacy program across grade levels. (Balanced Literacy consists of 3 blocks, Reading Workshop, Writing Workshop, Word Work, and vocabulary) and includes	2016-2018	Teachers, administrators, and support staff	District Funded			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Guided Reading, Interactive Read Alouds, Literature Circles, Independent Reading, Conferring, and Strategy groups.						
1.2 Continue to implement classroom rituals and routines that establish good reading and writing habits and behaviors and also supports student achievement.	2016-2017	Teachers, staff, and admin.				
1.3 Clearly articulate teaching point based on Common Core State Standards in child friendly language in mini-lessons through charts and other visual supports.	2016-2017	Teachers, staff, and admin				
1.4 Provide support to staff on ELD Standards and strategies that support ELs language proficiency needs including Adept training.	2016-2018	Teachers, staff, admin, Site ELD Lead	District Funded			
1.5 Continue to have the Site Literacy Team collaborate and plan PD, review data, and teaching strategies to support teachers implementing Balanced Literacy.	2016-2018	Teachers, admin., Site Humanity Leads, District Humanity Coach	Site Funded District Funded	1000-1999: . Certificated Personnel Salaries	LCFF - Base	2,000
1.6 Provide students with fieldtrips, assemblies, Read Aloud Day, Family Reading Night, and other events that support the love of literacy.	2016-2017	Teacher, staff, admin., PTA/PTO	PTO Funded			
1.7 Provide staff with planning and collaboration time for Reading and Writing Workshop district wide and site specific.	2016-2017	Teachers, staff, admin.	Site Funded	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,500
1.8 Purchase high quality instructional materials including leveled books that align with Common Core State Standards, including non-fiction and periodicals.	2016-2018	Teachers, staff, admin.	Site Funded, PTO	4000-4999: Books And Supplies	LCFF - Base	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.9 Hold Book of The Month assemblies school wide and recognize student successes and achievements through Award Ceremonies: Super Reader Awards, Children's Random Act of Kindness, Perfect Attendance, Certificates for Improvement, Achievement, and Excellence.	2016-2018	Teachers, staff, admin.	Site Funded	4000-4999: Books And Supplies	LCFF - Base	5,500
1.10 Purchase books and materials to support staff development (i.e. professional books, dvds,) that support Balanced Literacy.	2016-2018	Teachers, staff, admin.	Site Funded	4000-4999: Books And Supplies	General Fund	1,000
1.11 Provide reading intervention support using LLI and other support materials during school for all students identified as not meeting standard on DRA2 or TCRWP. using the SST process to identify students.	2016-2017	Teachers, staff, admin	Site Funded	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	30,000
1.12 Provide after school and before school tutoring and homework centers for students identified as needing additional support.	2016-2017	Teachers, staff, admin.	County Grant, site fund	2000-2999: Classified Personnel Salaries	Other	7,000
1.13 Continue to use the Instructional Leadership Team as a professional learning community. Provide stipends for teachers to attend professional meetings that focus on student work, professional dialogues, data review etc.	2016-2017	Teachers and admin.	Site Funded	1000-1999: Certificated Personnel Salaries	Other	3,000
1.14 Provide teacher release time to do observations, assessments, workshops, visitations, etc. with the focus of increasing student achievement.	2016- 2017	Teachers, staff, admin.	Site Funded	1000-1999: Certificated Personnel Salaries	Other	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.15 Integrate technology to enhance the instruction of academic content areas based on Common Core State Standards and as an early intervention for identified students- Ipads, Smartboards, and literacy programs, document cameras, LCD projectors, etc	2016-2018	Teachers, staff, admin.			LCFF - Base General Fund	7,500
1.17 Provide grade level teams release time for assessments.				1000-1999: Certificated Personnel Salaries	Other	4,500
1.18 Integrate content areas into Lang. Arts as appropriate by providing students with "just right" fiction and nonfiction books.	2016-2017	Teachers, staff and administrators			Other	1,000
1.19 Use assessment data to evaluate and monitor student progress and to guide instruction.	2016-2018	Teachers and administrators				
1.20 Use pacing curriculum maps in all content areas to plan instruction and support student achievement.	2015-2017	Teachers and administrators				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Math
LEA GOAL:
Goal 2: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas- English language arts/English Language Development, math science, social science, physical education, and health. (Pupil Outcomes)
SCHOOL GOAL #2:
All students, including all significant subgroups, will be provided with a coordinated classroom instruction in a comprehensive, balanced, standards-based mathematics program. By June 2017, we will see an increase of 5% of the students meeting standard in math as measured by SBAC testing.
Data Used to Form this Goal:
A review of 2015 and 2016 SBAC scores, CELDT results, Reading data and math scores
Findings from the Analysis of this Data:
We see that we have 38% of our students that met or exceeded the standard on the SBAC. This is a 2% decrease from the scores from 2015. We did see that 4th grade made a 5% increase overall, while 3rd and 5th saw a small decrease. Our overall scores is on par with the state, but lower then the county and the Pacifica School District.
How the School will Evaluate the Progress of this Goal:
The staff will meet as grade level teams to review and analyze student work and plan lessons. The Site Math committee will meet to review data school wide and identify trends and discuss and plan interventions based on the data that supports students math and language skills. As a staff we will discuss testing arrangements and support students with using computers to complete math problems. We will also make sure that the students have materials such as scratch paper to work out problems.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Ensure that all students are provided comprehensive math instruction that is aligned with the Common Core State Standards.	2016-2017	Teachers, staff, and admin.				
2.2 Maintain a daily 60 minute math block.	2016-2017	Teachers, staff, and admin.				
2.3 Provide time for staff to collaborate to analyze and monitor student work and plan out	2016-2017	Teachers, admin, staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instructional strategies to meet students' needs.						
2.4 Provide teachers with release to do observations, attend workshops, and conferences.(SVMI, STEM, curriculum development, MARS, PBA)	2016-2017	Teachers, admin, staff, site Math Leads, and District Math Coach	Site Funded District Funds	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000
2.5 Use assessments to determine student growth (unit tests and MARs,).	2016-2017	Teachers, admin, staff				
2.6 Provide interventions for students who are not meeting expected standards (before or after-school tutoring, ST Math).	2016-2017	Teachers, admin, staff	District, County Grant	2000-2999: Classified Personnel Salaries	Other	2,500
2.7 Incorporate math skills into science lessons using Foss, Mystery Science, NGSS to provide students with opportunities to do lab experiments and observations.	2016-2017	Teachers, admin, staff				
2.8 Provide a science teacher for grades 2-5 grades so students attend lab once a week and teachers can work with individual or small group of students needing intervention and purchase materials to support program.	2016-2017	Teachers, admin, staff	Site Funded Site Funded	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	LCFF - Base Other	42,000 2,000
2.9 Provide funding for K/1 Tech aide to support ST Math implementation.	2016-2017	Teachers, Admin, Staff	Site Funded	2000-2999: Classified Personnel Salaries	Other	20,000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Whole Child
LEA GOAL:
Goal 3: Enhance student engagement by providing a well-rounded education, a positive and safe school climate, effective character education, and meaningful parent participation opportunities.
SCHOOL GOAL #3:
We will support the development of the whole child (mental, physical, and emotional well-being) as measured by chronic absenteeism, suspension, and other student data, by providing programs and activities that make students want to come to school.
Data Used to Form this Goal:
Student data systems regarding attendance and suspensions, parent, teacher, staff, and student input through surveys.
Findings from the Analysis of this Data:
Sunset Ridge continues to provide our students with activities and events that support development of the child including mental, physical, and emotional health. Our goal is to continue to expand the learning opportunities that support the child. We saw a reduction in the number of suspensions and our attendance rates have improved.
How the School will Evaluate the Progress of this Goal:
We will monitor our student data systems, gather input at meetings, and through surveys to evaluate programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Continue to provide breakfast and lunch programs for all students, but especially for the students that qualify for Free/Reduced program.	2016-2017	Teacher, admin, staff				
3.2 Provide an Assistant Principal to support the vision of the school and support student behavior and attendance issues.	2016-2017	Admin.	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.3 Provide in-school counseling on a full time basis as well as health related outreach to the community through Case Manager/Counselor with the Human Resource Agency and provide parent education classes with our counselor.	2016-2017	Admin. counselor	Site Funded County Funded	5800: Professional/Consulting Services And Operating Expenditures	Other	5,000
3.4 Use methods of positive reinforcement to encourage improved student behavior school wide and in every classroom- Character Ed focus, Anti-bullying Ed, Random Acts of Kindness, Respectful Responsible, and Ready- school motto, PBIS, School Climate Team.	2016-2017	Teacher, admin, staff				
3.5 Integrate special education students and classes into all school functions and do ability awareness activities to promote respect for differences and character ed.	2016-2017	Teacher, admin.				
3.6 Provide assemblies that address health, safety, and character development.. Hold school wide Monday Morning Meetings to build community and cohesiveness.	2016-2017	Teacher, admin, staff	PTO Funded			
3.7 Provide PE teacher 1 days a week for 4th-5th grades to support and enhance PE program and to support teachers with providing intervention support for identified students. Provide Music/PE teacher for TK-1 two days a week and 1 day a week for 2nd and 3rd grades	2016-2017	Teacher, admin, staff	Site Funded	1000-1999: Certificated Personnel Salaries	Title I Title I	20,000 50,000
3.8 Encourage teachers to allocate time for classes to garden, to use the Oversea to support the whole child and integrate throughout the curriculum.	2016-2018	Teacher, admin, staff	Garden Grant	5000-5999: Services And Other Operating Expenditures	Other	7,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.9 Meet with Family Resource counselor, Resource Specialist, School Psychologist, counselors, Assistant Principal, Principal on a regular basis to discuss, monitor, to identify and place students based on individual needs.	2016-2017	Admin, counselors, staff				
3.10 Have a Playworks Coach on the yard during recesses to get children active and engaged in games during recess.	2016-2017	Teacher, admin.	Site Funded	2000-2999: Classified Personnel Salaries	LCFF - Base	12,000
3.11 Have students participate in Student Council, CREW and other leadership activities on a regular basis.	2016- 2017	Teacher, admin, staff	Site Funded	4000-4999: Books And Supplies	General Fund	1,000
3.12 Administer President's Physical Fitness test for 5th grade students.	2016-2017	Teacher, admin, staff				
3.13 Provide consistent school-wide rules regarding playground rules and behavior interventions and have Climate Committee meet to review and update program.	2016-2017	Teacher, admin, staff				
3.14 Plan school wide activities and events that promote a sense of community and belonging to our school. Variety Show, Math Night, Family Reading Night, Movie Nights, etc.	2016-2017	Teachers, staff, admin, PTO	PTO Funded			
3.15 Hold SST meetings, individual and schoolwide meetings, with school psychologist, counselor, speech/language, resource specialist, classroom teacher, and admin as appropriate to support student learning and behavior.	2016-2017	Teacher, admin.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.16 Provide art lessons to all students K-5th grade.	2016-2017	Teacher, admin.	Sanchez Art Grant	5800: Professional/Consulting Services And Operating Expenditures	Other	20,000
3.17 Have students be ambassadors for school tours and school events as a way to get students involved in school.	2016-2017					
3.18 Provide fieldtrips and performances to extend students' experiences for critical thinking, deductive reasoning, problem solving, and 21st Century Experiences.	2016-2017	Teachers, PTO, Admin		5000-5999: Services And Other Operating Expenditures	PTO	22,000
Provide students with a high quality FLES program in Spanish for 3 thirty minutes sessions per week for students Kinder-3rd grade. Begin planning for the extension of grades 4 and 5 for the 17-18 school year.	2016-2018	Teachers, staff, admin,	District Funded	1000-1999: Certificated Personnel Salaries		

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Family Engagement
LEA GOAL:
Goal 3: Enhance student engagement by providing a well-rounded education, a positive and safe school climate, effective character education, and meaningful parent participation opportunities.
SCHOOL GOAL #4:
We will continue to develop respect and appreciation for diversity (cultural, family, physical and emotional) through community building activities and events that increase family engagement and make children want to be at school.
Data Used to Form this Goal:
Calendar of events, newsletter, parent surveys, Room parent meeting notes, SSC and ELAC agendas, student surveys
Findings from the Analysis of this Data:
We have viewed school data including suspension rates, absenteeism, and tardies. We have seen improvement, but continue to see a need to improve the number of students getting to school on a consistent basis.
How the School will Evaluate the Progress of this Goal:
We will monitor students and families involvement in school activities and events by gathering input from families, looking at attendance and tardy rates on a regular basis,

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Organize events and activities that celebrate different cultures. (Family Day, International Potluck, Book of the Month, etc.)	2016-2017	Teacher, admin, staff, PTO				
4.2 Maintain relationship with Pacifica School Volunteers.to support	2016-2017	Teacher, admin.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
student learning- hosting PSV/PTO meetings, PSV-Teacher meetings, etc						
4.3 Provide school tours that promote the qualities of the school and district. Have student leaders participate in tours	2016-2017	Teacher, admin, staff, PTO				
4.4 Promote parent communication through school newsletters, school brochures, school news articles, school handbook, parent surveys, school marquee, and district, school, PTO websites, Facebook etc.	2016-2017	Teachers, Admin.				
4.5 Promote PTO activities and events in the school and community.	2016-2017	Parents, teachers, admin and staff				
4.6 Promote Character Education through school assemblies, Book of the Month, student recognition assemblies, and parent meetings.	2016-2017	Teachers, admin, parents, staff				
4.7 Promote an atmosphere of respect by having students and parents review and sign Anti-bullying pledge at Fall Conferences and Back to School Night and promote promote positive choices throughout the year.	2016-2017	Sunset Ridge community Teachers, staff, admin.				
4.8 Promote and hold PTO meetings 2x a month- one as a Board meeting, one as the general meeting.	2016-2017	Staff and parents				
4.9 Hold Pastries with The Principal events throughout the year to encourage parent enagement in school events and activities that support student development.	2016-2017	Admin., PTO, Staff				
4.10 Hold Latino Parent and other equity meetings to encourage parent engagement in school events and activities that support student development.	2016-2017	Admin. parents, PTO				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.11 Hold Parent Ed meetings that focus on how parents can help their child be successful in school. (Provide childcare and food if possible.)	2016-2017	Teachers, admin., parents	Site Funds and grants	4000-4999: Books And Supplies	LCFF - Base	2,000
4.12 Hold Back to School Night and Back to School Conferences in the Fall to help build community and support children.	2016-2017	Teachers, staff, parents, admin				
Develop events and activities that build cultural awareness that broaden the mind, increase tolerance, and cultural empathy in students, staff, and community.	2016-2017	Teachers, Staff, parents, students, community				

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	PTO	22,000.00
4000-4999: Books And Supplies	General Fund	2,000.00
	LCFF - Base	7,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	48,500.00
2000-2999: Classified Personnel Salaries	LCFF - Base	12,000.00
4000-4999: Books And Supplies	LCFF - Base	11,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	30,000.00
	Other	1,000.00
1000-1999: Certificated Personnel Salaries	Other	12,500.00
2000-2999: Classified Personnel Salaries	Other	29,500.00
4000-4999: Books And Supplies	Other	2,000.00
5000-5999: Services And Other Operating	Other	7,000.00
5800: Professional/Consulting Services And	Other	25,000.00
	Title I	50,000.00
1000-1999: Certificated Personnel Salaries	Title I	20,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
PTO	22,000.00
General Fund	2,000.00
LCFF - Base	79,500.00
LCFF - Supplemental	30,000.00
Other	77,000.00
Title I	70,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	81,000.00
2000-2999: Classified Personnel Salaries	71,500.00
4000-4999: Books And Supplies	15,500.00
5000-5999: Services And Other Operating Expenditures	29,000.00
5800: Professional/Consulting Services And Operating	25,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	74,000.00
Goal 2	67,500.00
Goal 3	137,000.00
Goal 4	2,000.00

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
Ellie Cundiff	X				
Darlene Easterby		X			
Sydney Tyler-Parker		X			
Dane Peterson		X			
Matt Pearson				X	
Leo Russo				X	
Felicia Davis				X	
Molly Bolich				X	
Lauren Reynolds			X		
Molly Bolich				X	
Numbers of members of each category:	1	3	1	5	0

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):**

[ ]	State Compensatory Education Advisory Committee	Signature
[X]	English Learner Advisory Committee	Signature
[ ]	Special Education Advisory Committee	Signature
[ ]	Gifted and Talented Education Program Advisory Committee	Signature
[ ]	District/School Liaison Team for schools in Program Improvement	Signature
[ ]	Compensatory Education Advisory Committee	Signature
[ ]	Departmental Advisory Committee (secondary)	Signature
[X]	Other committees established by the school or district (list): Instructional Leadership Team	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 11-16-16.

Attested:

Ellie Cundiff		10-14-16
Typed Name of School Principal	Signature of School Principal	Date
Matt Pearson		10/14/16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Recommendations and Assurances

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3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

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	Gifted and Talented Education Program Advisory Committee	Signature
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	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
X	Other committees established by the school or district (list) Instructional Leadership Team	Signature

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6. This SPSA was adopted by the SSC at a public meeting on 10-14-16.

Attested:

Typed Name of School Principal	Signature of School Principal	Date
Ellie Cundiff		

Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Matt Pearson		

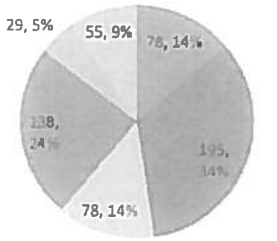
2016 Sunset Ridge Elementary School

Data Summary

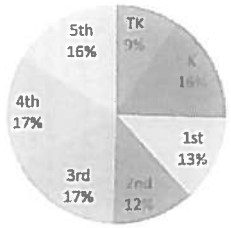
2015-2016 Sunset Ridge Elementary School Enrollment Demographics

573 students

Ethnicity

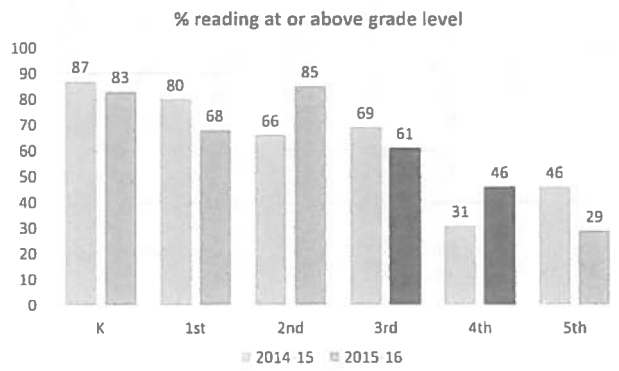


Grade Level Distribution

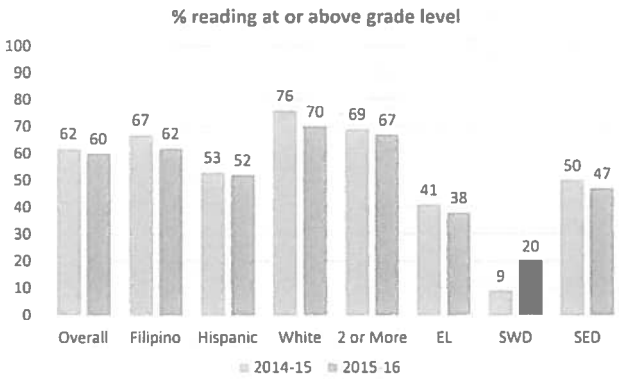


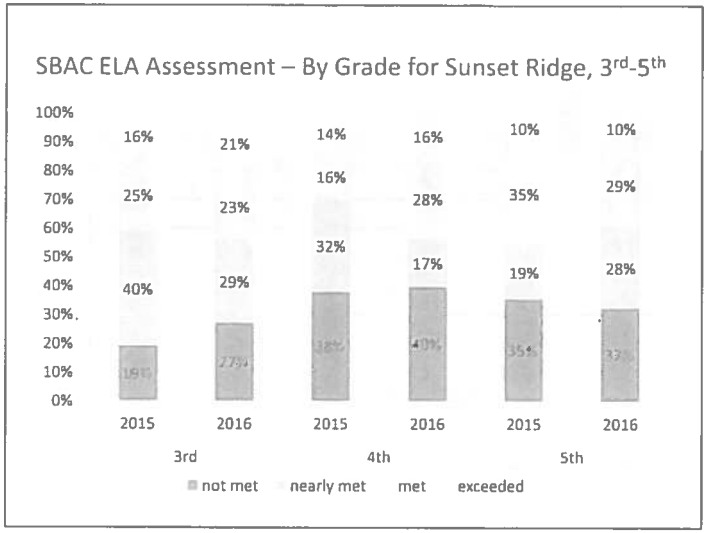
	Number	% of Pop
Socio Economically Disadvantaged	221	38.6%
English Learners	124	21.6%
Redesignated Fully English Proficient	19	3.3%
Students with Disabilities	42	7.3%

DRA2 Reading Assessment – By Grade for Sunset Ridge



Reading Assessment – By Demographic for Sunset Ridge K-5




SBAC ELA Assessment – By Grade for Sunset Ridge, 3rd-5th
100%
90%
80%
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60%
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10%
0%
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25%
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21%
23%
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10%
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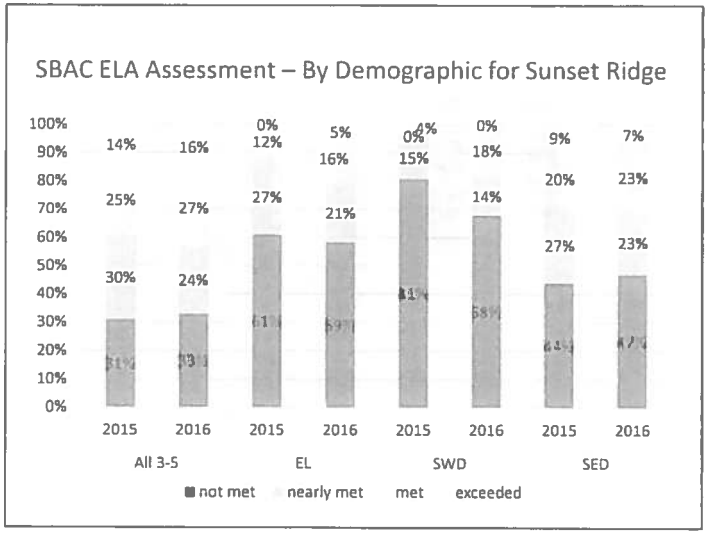
3rd
4th
5th
not met
nearly met
met
exceeded


SBAC ELA Assessment – By Demographic for Sunset Ridge
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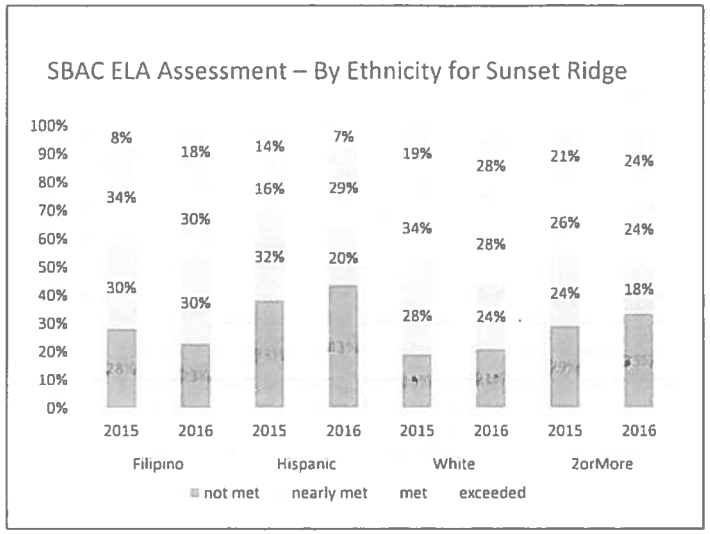
SBAC ELA Assessment – By Ethnicity for Sunset Ridge
100%
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8%
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Hispanic
White
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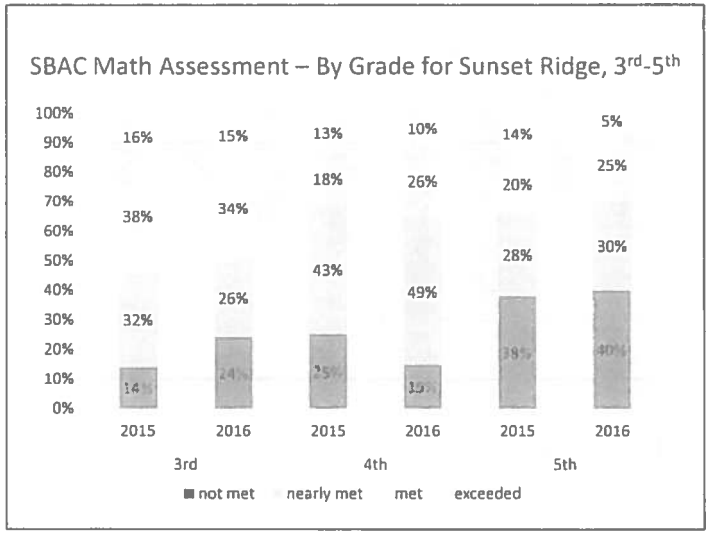
nearly met
met
exceeded


SBAC Math Assessment – By Grade for Sunset Ridge, 3rd-5th
100%
90%
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0%
16%
38%
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49%
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20%
28%
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nearly met
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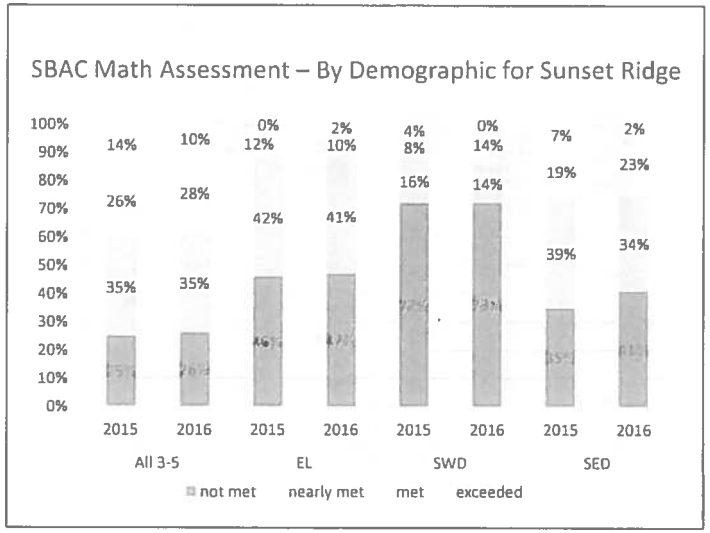
SBAC Math Assessment – By Demographic for Sunset Ridge
100%
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14%
26%
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4%
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SWD
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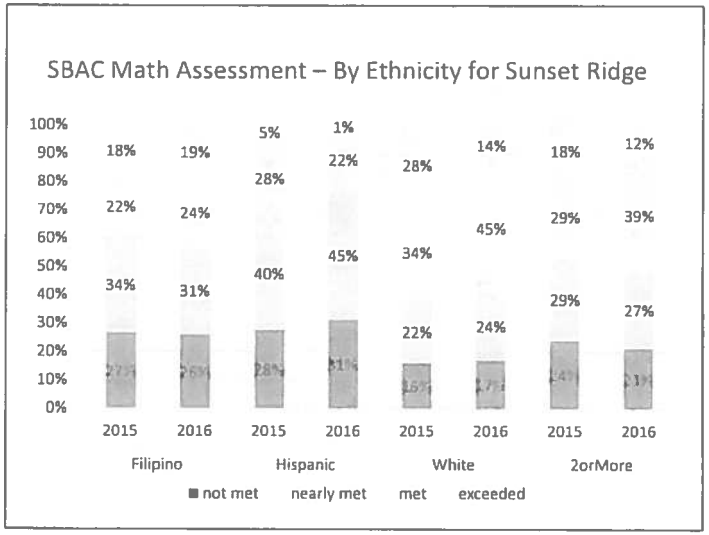
not met
nearly met
met
exceeded


SBAC Math Assessment – By Ethnicity for Sunset Ridge
100%
90%
80%
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60%
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10%
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18%
22%
34%
19%
24%
31%
5%
28%
40%
1%
22%
45%
28%
34%
22%
14%
45%
24%
18%
29%
29%
12%
39%
27%
2015
2016
2015
2016
2015
2016
2015
2016
Filipino
Hispanic
White
2orMore
not met
nearly met
met
exceeded

PACIFICA SCHOOL DISTRICT

Pacifica School District

Preliminary 2016-2017 Site Allocations

Sunset Ridge

*Enrollment ** **573** **CALPADS 2015-16*

Underrepresented **281**

Resource Code	Description	2015-2016 Carryover	2016-17 Alloc.	TOTAL
0000/0101	General Fund	$ 5,540	$ 26,931	$ 32,471
0342	SPSA Base Funding	$ 18,194	$ 63,030	$ 81,224
0000/0341	SPSA -Supplemental Funds		$ 30,910	$ 30,910
3010/0301	Title I		$ 70,000	$ 70,000
9010/**0131**	Mini Grant Account	$ 5,459	$ -	$ 5,459
9010/0201	MAA	$ 112,473		$ 112,473
				$ 332,537

Allocation Formulas:

General Fund allocation = $45 + 5% = $47/student (Examples: Xerox paper, pencils, crayons, writing journals, printing, food)

SPSA Allocation $105 + 5% = $110/student (Includes book replacement)

SPSA Allocation $105 + 5% = $110/Unduplicated Count----Underrepresented

2015-16 Board approved 5% annual increase for Site Funding.

2016-17 - SPSA Base of $9000 (School Safety Climate) was added to the school assistant staffing ratios

Staffing ratios were increased by 2 hours per site