

The Single Plan for Student Achievement 2017-18

School: Edward Kemble Elementary School
CDS Code: 34-67439-6033914
District: Sacramento City Unified School District
Principal: Mary L. Alvarez Jett, Ed.D.
Revision Date:

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

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

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

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

Our mission: Building Scholars with Positive Character and Social-Emotional Learning Competencies

Our achievement goals: A minimum of 80% of students assessed in Grades K through 3rd achieving grade level proficiency by the end of the academic school year.

We monitor progress by reviewing data through curriculum embedded assessments, formative and summative assessments aligned to Common Core State Standards (CCSS) and school climate data (such as parent events, citation numbers and attendance).

To achieve our mission and goal we offer the following to the parents and students of our community:

High-quality direct instruction aligned to the CCSS for all students in Language Arts, Math and English Language Development. K-3 teachers participate in professional learning collaborative with the County Office of Education in writing development and provide in-class demonstration lessons to their grade level colleagues throughout the school year.

Dual Language Spanish Immersion: Meeting the criteria set forth by Proposition 227, we offer students the opportunity to participate in a research-driven program that teaches students to become bilingual/bi-literate in English and Spanish. This program is designed for students who will participate in the program from kindergarten through the 3rd grade.

Boys & Girls Club After School Program: The after school literacy-based program is available for all our students. BGC allocates time for assistance on homework and works to improve the literacy for all students in the program. The program operates from 2:57 to 6 p.m. Monday, Tuesday, Wednesday and Friday, and from 1:57 to 6 p.m. on Thursday.

Enthusiasm and commitment: Our teachers meet weekly in grade level teams during Collaborative Time Thursdays to review instruction and learning practices, plan and design instruction to meet the needs of all student and review student progress and data. All teachers meet with parents to establish goals for students and communicate with parents on a regular basis. Teachers also provide additional learning time to students through before-/after-school intervention and Saturday Academy programs.

We have following programs: Dual Language Immersion (Spanish) Program, Title I, School Improvement, Head Start Preschool, and Special Education. Parents are encouraged and welcomed to visit and participate in supporting student learning in and out of the classroom and school.

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	136	145	130	143	130	138	95.6	98.6
All Grades	136	145	130	143	130	138	95.6	98.6

* 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	2347.7	2385.8	5	11	13	19	15	32	67	38
All Grades	N/A	N/A	5	11	13	19	15	32	67	38

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	5	8	27	42	68	50
All Grades	5	8	27	42	68	50

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	5	13	32	49	62	38
All Grades	5	13	32	49	62	38

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	2	9	54	67	43	25
All Grades	2	9	54	67	43	25

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	9	9	28	61	62	30
All Grades	9	9	28	61	62	30

Conclusions based on this data:

1. Overall, the overall achievement of students shows improvement from 2014-15 to 2015-16. There is a decrease in the percentage of students who did not meet the standards in ELA overall from 2014-15 to 2015-16.
2. Student achievement in all areas of ELA from 2014-15 to 2015-16.
3. Daily instruction should focus on providing high quality instruction that will enable students to demonstrate their understanding of the CCSS in a variety of ways. Grade level collaboration is essential.

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	136	146	135	144	133	140	99.3	98.6
All Grades	136	146	135	144	133	140	99.3	98.6

* 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	2374.9	2407.1	6	10	12	28	33	28	48	34
All Grades	N/A	N/A	6	10	12	28	33	28	48	34

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	10	22	28	35	61	43
All Grades	10	22	28	35	61	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	8	12	33	46	57	42
All Grades	8	12	33	46	57	42

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	8	20	51	58	40	22
All Grades	8	20	51	58	40	22

Conclusions based on this data:

1. Overall, the percentage of students who achieved grade level standards in mathematics improved from 2014-15 to 2015-16.
2. Student data demonstrates improvement in all areas of Mathematics assessed.
3. Grade level collaboration to analyze student work, develop systematic interventions and individual learning plans for improvement continue to be a necessity.

School and Student Performance Data

2016 Accountability Progress Reporting

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

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		1		2	4		14	16		29	28		55	49	
1	3	8		26	35		39	35		26	19		6	3	
2	6	8		14	29		48	48		17	13		14	2	
3	3	2		17	14		45	44		18	23		17	17	
Total	3	5		15	20		38	35		22	21		22	19	

School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

Title III

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	169	190	169
Percent with Prior Year Data	100.0%	100%	99.4%
Number in Cohort	169	190	168
Number Met	102	106	99
Percent Met	60.4%	55.8%	58.9%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	No

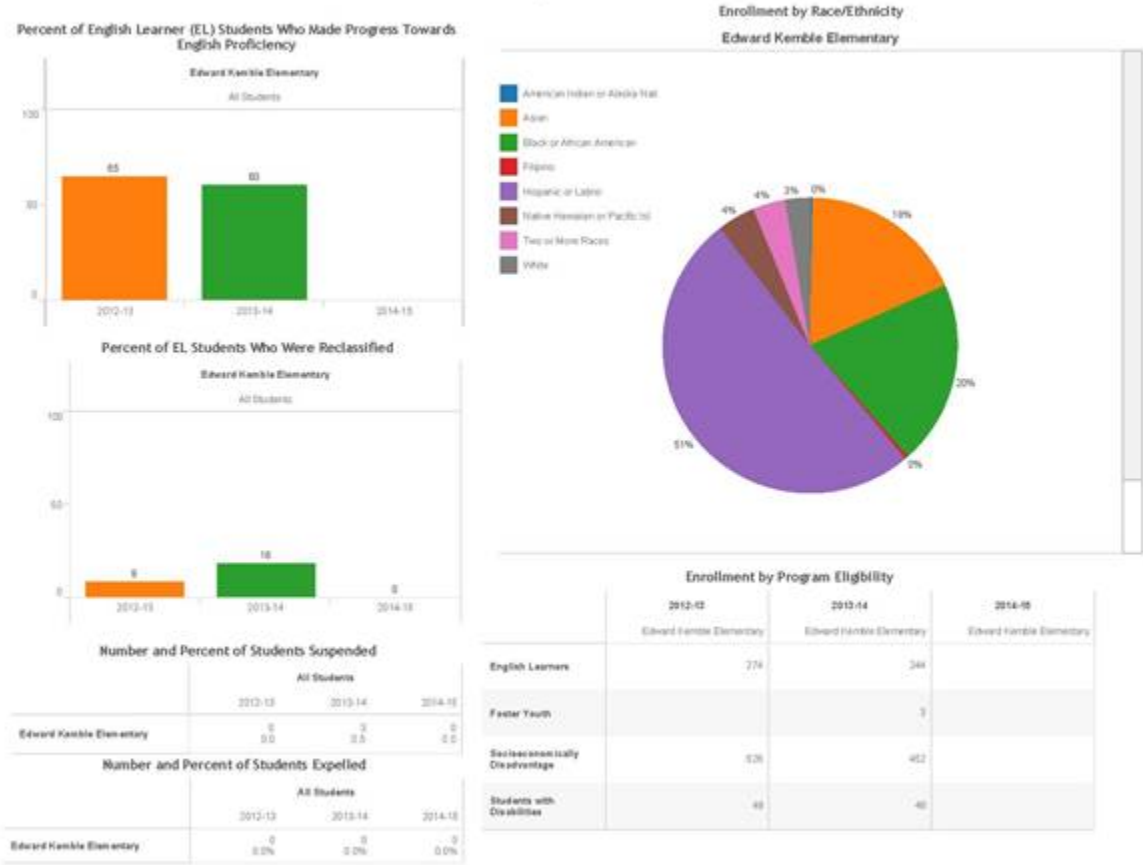
AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	244	1	260	1	231	2
Number Met	37	--	46	--	48	--
Percent Met	15.2%	--	17.7%	--	20.8%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	No	--	No	--

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

School and Student Performance Data

LCFF State Priorities Snapshot

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



District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
Action 1.4: Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English learners make expected progress in attaining English and in academic achievement.
Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.
Action 2.1: Students will be provided cleaner, better maintained learning environments.
Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular, and expanded learning program involvement, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.)
Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

LEA Plan Performance Goals

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

2016-17 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A	\$95,960	0.00
LCFF S/C	\$194,898	0.00

Planned Improvements in Student Performance

School Goal #1

SCHOOL GOAL #1:
To improve student achievement for all students while eliminating racial and gender gaps.
District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
LEA Plan Goal Alignment
1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.
Data Used to Form this Goal:
Academic Performance Index (API) 3-year data (2011-2013), and CAASPP Results, 2015, ELA/Literacy and Mathematics for 3rd Grade
Findings from the Analysis of this Data:
There is a difference in the achievement levels of the different student subgroups.
How the School will Evaluate the Progress of this Goal:
Formative and summative assessment data (teacher-created and publisher-created)
Parent Engagement Activities Related to this Goal:
Home Visit Program, FTAT (Family Teacher Academic Teams), Parent-Teacher Conferences, Student Study Team Meetings, Parent Trainings/Workshops, School Site Council, English Learner Advisory Committee, Parent Communication (newsletters, Infinite Campus Messenger)
For Schools in Program Improvement, please indicate year 1 2 3 4 5
For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).
CAASPP Results for 3rd Grade, 2016, in ELA/Literacy and Mathematics show improvement and demonstrate a need to continue a focus on providing students with high quality first instruction, as well as targeted interventions and differentiation, aligned to the CCSS.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
<p>Class size will align with the District capacity for elementary schools: Kindergarten - 3rd Grade: 24:1</p> <p>Prep specialist will be assigned based on the enrollment needs of the first through third grade classrooms.</p>	<p>25 FTE Certificated Teachers K-3; 1.4 FTE Prep Specialist(s)</p>	Certificated Teachers			<p><u>X</u> All</p>	<p>Normative and summative assessment data will be compared by classroom, grade level, subgroup and district schools.</p> <p>Increased achievement with comparisons to classrooms, subgroups, and district schools (meeting or exceeding school target) and achievement data from Smarter Balanced assessment, 2015-2016 (Grade 3); and Benchmark Assessment data (Grades 1-3)</p> <p>School-wide achievement will meet minimum school targets in every classroom and every standards-based area.</p> <p>Principal Classroom Teachers Registration</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						Documents School Site Council
School-wide instruction and learning foci to support High Quality First Instruction ELA/Literacy: Open Court/Foro Abierto, K-3 Supplementary reading/literature materials aligned to the CCSS S.I.P.S. instruction, Gr. K & 1 iReady (Reading), Gr. 2 & 3 Curriculum-embedded assessments, K-3 Benchmark Assessments, Gr. 1-3 Grade level team developed assessments, K-3 Writing Development: Units of Study (Lucy Calkins), Gr. K-3 Grade level writing assessments, Gr. K-3 Benchmark writing assessments, Gr. 1-3 SBAC writing assessments, Gr. 3 Mathematics: EngageNY Math Modules, Gr. K-3 enVision Mathematics ST Math, Gr. 1-3 Engage NY Mid- and End of Module Assessments, K-3 Benchmark Assessments, Gr. 1-3 Grade level mathematics assessments	Classroom Teachers, including RSP	Supplemental Instructional Materials Copier Rental - Supplemental Materials Supplemental Instructional Materials Duplicating - Suppl/Intervention. Matl/Central Print) Supplemental Instructional Materials Duplicating - Suppl/Intervention. Matl/Central Print)	Title I Part A Title I Part A LCFF S/C Title I Part A LCFF S/C	8,361 3,165 9,357 4,501 12,000	<u>X</u> All	Sudent work samples Normative and summative assessment data Grade level planning Teacher weekly lesson plans Classroom observations Walk-throughs Monitoring: Principal Grade level teams Teacher lesson plans Student assessment results
All teaching staff will engage in the Instructional Coaching Model training with SCOE. Through this process, teacher will further develop and refine their practice to support high quality first instruction and	Certificated Staff, K-3 Training Specialist(s), SCUSD	Professional Development, Professional Literature, Duplication Costs	Title I Part A	10,000	<u>X</u> All	Principal observations and walk-throughs focused on the components of high

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
<p>learning.</p> <p>Release time will be provided to certificated teaching staff to participate in on-site professional learning during the instructional day to support the Instructional Coaching Model and Demonstration Lessons in writing development, K-3, 3x per year.</p> <p>All K-3 teaching staff will participate in professional learning focused on building capacity for the full implementation of the Common Core State Standards in English Language Arts and Mathematics.</p> <p>Professional Learning: School-wide focus: Writing development aligned to the CCSS Units of Study (Lucy Calkins), K-3</p> <p>SCOE Partnership: Instructional Coaching Model, K-3 Partnership with SCOE to provide on-site professional learning opportunities for classroom teachers during the instructional day, 3x per year</p> <p>Opportunities for teachers within grade level teams to develop and provide lessons that support writing development and demonstrate teacher understanding of grade level writing instruction aligned to the CCSS.</p> <p>Data Analysis training will be provided, K-3.</p>	<p>SCOE Training Specialist Assessment, Research and Development (SCUSD) personnel</p> <p>Dual Language Education (DLE) Program Teachers, K-3</p>	<p>SCOE MOU for Professional Learning support</p> <p>Two-Way Immersion Conference registration, materials and travel expenses</p>	Title I Part A	28,750		<p>quality first instruction, student engagement and instruction to the CCSS.</p> <p>Changes in teaching and learning will be evident after one year of in-class coaching support, as evidenced by teacher lesson planning, principal observations, walk-throughs and student work.</p> <p>Analysis of effectiveness of teacher instructional coaching support and student achievement outcomes from multiple data sources.</p> <p>Principal Lesson Plans Student Work Samples Classroom Observations Walk-throughs Common Planning Time</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
<p>All classrooms will provide learning opportunities solid in the foundations of:</p> <ul style="list-style-type: none"> • High Quality First Instruction • Differentiation • Social and Emotional Learning <p>Student tasks will be of appropriate rigor to challenge student learning and aligned to the CCSS.</p> <p>Lesson design will be based on balanced design of the Instructional Core (Elmore)</p> <p>To assist in the implementation of the aforementioned, support from Sacramento County Office of Education will be funded for regular walk throughs, feedback, professional development and support before and during the school year, including Collaborative Time Thursdays.</p>	Certificated Staff Training Specialist(s), SCUSD SCOE Training Specialist	<p>MOU with SCOE for release days with grade level teams for professional learning and coaching</p> <p>Certificated substitutes to support teacher release days for professional learning/coaching</p>			<p><u>X</u> All</p>	<p>School-wide Implementation, K-3.</p> <p>Observation and feedback notes from administrator and SCOE as well as samples of student work will demonstrate growth/development in instruction and learning.</p> <p>Evaluate effectiveness through achievement data; refine and modify as needed for the following school year.</p> <p>Principal Lesson Plans Classroom Observations Walk-throughs Common Planning Time Grade Level Observation/Feedback</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Technology will be implemented in all classrooms to increase engagement and development of authentic student products to demonstrate understanding, and to provide differentiated support in ELA/Literacy and Mathematics, K-3.	Certificated Staff Training Specialist(s)	Professional Development; Technology: laptops, LCD projectors, etc., and software for student use and instructional supports			<u>X</u> All	<p>Use of technology will be monitored and observed in walk-throughs and teacher lesson plans. Ongoing assessment (informal and formal) data will be available.</p> <p>Development of technology-based lessons will be placed on school S-drive.</p> <p>Principal Lesson Plans Classroom Observations Walk-throughs</p>
Professional learning/development and literature will be made available for administration, teachers and paraprofessionals aligned to grade level standards and instructional delivery with the focus on eliminating the achievement gap and serving raising the achievement of underperforming students.	Certificated Staff, Paraprofessionals	Professional development offerings and literature aligned to the CCSS for teacher study.			<u>X</u> All	<p>Professional learning calendar will be developed based on teacher and student needs for supporting implementation of the Common Core State Standards.</p> <p>Regular classroom observations by principal and opportunities for staff input during staff, curriculum</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						<p>and CPT meetings.</p> <p>End-of-year evaluation to determine effectiveness of professional development utilized for developing the staff learning plan for the following school year.</p> <p>Principal Classroom Teachers Common Planning Time School Site Council Professional Learning Calendar Sign-in/sign-out PD documents Training Evaluations</p>
<p>Enhance the effectiveness and impact of the site professional learning teams for building instructional capacity and improving student learning. Professional learning teams will:</p> <p>Participate in professional learning</p> <ul style="list-style-type: none"> Facilitate the Data Inquiry process in grade level teams Support implementation of Common Core State Standards Assist in the development and monitoring of high quality instructional practices or best practices 	Certificated Staff	Release time for Professional Learning Team training and planning with Training Specialists, SCUSD.			<p><u>X</u> All</p>	<p>Professional learning teams will be curriculum-based (ELA/ELD, Math, SEL, and FTAT).</p> <p>Professional learning team members will facilitate small group collaboration, present at staff</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
<ul style="list-style-type: none"> Facilitate small groups during Collaborative Time Thursdays Present "Just in Time" Professional Development for staff during staff and Collaborative Time Thursdays. 						<p>meetings/CPT and attend leadership training and meetings on a regular basis, working in partnership with the SCUSD training specialists.</p> <p>Principal Classroom Teachers Training Specialists, SCUSD Leadership Team meeting calendar/agendas Follow-up CPT agendas</p>
<p>All students, K-3, will participate in the school library program to access and support student learning resources, media and technology.</p> <p>Library media tech personnel will support instruction and learning by providing resources and materials for classroom use.</p>	Classified Staff	<p>Library Media Tech, .625 FTE Technology (computers, printer, etc.) support for student, parent and staff access to other media.</p> <p>Technology (computers, printer, etc.) support for students, parents and staff access to other media.</p> <p>Other books (Library, reference books, dictionaries)</p>	LCFF S/C	38,401	<u>X</u> All	<p>Library Media Tech will assess library needs (books, furniture, technology) and develop a calendar for weekly student access.</p> <p>Provide instructional support to classroom teachers for facilitating instructional alignment of materials to the CCSS. Accountability will</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						<p>be maintained through an automated checkout process.</p> <p>Develop and maintain extracurricular and school-wide activities that provide access to library media for staff, students and families.</p> <p>Develop weekly, monthly, trimester reports of student/staff/parent usage of library materials.</p> <p>Report year-end library usage. Order library media/materials based on grade level needs for instructional planning and student learning.</p> <p>Principal Classroom Teacher Library Media Tech Library Usage Reports (monthly/trimester/end-of-year) SSC and ELAC</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Students will participate in "being-there" educational learning experiences (field trips, assemblies, etc.) to support student learning aligned to the Common Core Content Standards, K-3.	Classroom Teachers Principal	Fees (entrance, performance, or other) for educational learning experiences aligned to the CCSS for their grade level. Transportation Costs	LCFF S/C	8,050	<u>X</u> All	Classroom teachers will work collaboratively in grade level teams to research and develop educational learning experiences that support instruction and learning aligned to the CCSS for their students.

Planned Improvements in Student Performance

School Goal #2

SCHOOL GOAL #2:
To use data to monitor student progress, inform instructional decision-making and planning, and align immediate and targeted interventions.
District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
LEA Plan Goal Alignment
3. All students will be taught by highly qualified teachers.
Data Used to Form this Goal:
Academic Performance Index (API) Report 3-Year Average API School Report (2011-2013), current student work samples and teacher observation, and CAASPP Results, 2015, for 3rd Grade
Findings from the Analysis of this Data:
With the implementation of the Common Core State Standards, staff must work collaboratively to develop lessons and provide instruction that is aligned to the CCSS and provides opportunities for students to work differently in order to achieve the grade level standards, utilizing resources from multiple sources and providing evidence to support their work.
How the School will Evaluate the Progress of this Goal:
Classroom observations, classroom observations, samples of student work and teacher input will be used to evaluate the effectiveness of the progress on this goal.
Parent Engagement Activities Related to this Goal:
Parents will be provided information on how to support the school programs and student achievement through: Home Visit Program; Family-Teacher Academic Teams; Parent-Teacher Conferences; Class and School Newsletters; as well as other opportunities as requested and developed through the Parent Engagement Office.
For Schools in Program Improvement, please indicate year 1 2 3 4 5
For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).
CAASPP Results, 2016, in ELA/Literacy and Mathematics show improvement in student achievement and demonstrate a need to continue and refine the focus on providing students with high quality first instruction, as well as targeted interventions and differentiation, aligned to the CCSS.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Teachers will work collaboratively in grade level teams to analyze grade level assessments (formative and summative), student writing and plan instruction and develop interim assessments. Collaborative Time Thursdays will be provided each Thursday throughout the year in order to: <ul style="list-style-type: none">Analyze student workPlan instruction aligned to the CCSS in grade level teamsEmbed use of culturally relevant literaturePlan for intervention and differentiated supports	Certificated Teachers; Training Specialists (SCUSD)				<div><div>X</div>All</div> <	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						teaching and learning needs, if applicable.
<p>Grade level Family-Teacher Academic Teams (FTAT) will provide parents with an Individual Learning Plan for each student. The ILP will be reviewed at the end of each trimester and modified as needed. The ILP will include:</p> <ul style="list-style-type: none"> Strategies and Interventions Focus standards and goals for school Focus standards and goals for home <p>These goals will be reviewed regularly to modify short and long term goals based on end of year goals.</p> <p>Student Study Team (SST) will be conducted on a weekly basis - 2x per week - to identify early interventions for students through the RTI model, including follow-up meetings to monitor student progress.</p> <p>Every student will have an intervention folder kept in student file to monitor interventions attempted throughout the year. Interventions will be documented on the Intervention Tracking Document for the current school year.</p>	Certificated Teachers	<p>Materials for grade level FTAT meetings Teacher preparation and presentation time</p> <p>Paper Duplication</p> <p>Intervention folders Intervention Support Document</p>			<p><u>X</u> All</p>	<p>Interim 1: Teachers will participate in grade level Family-Teacher Academic Teams (FTAT) to present Individual Learning Plans to parents/guardians during the first conference period.</p> <p>Interim 2: ILPs will be brought by parents to 2nd trimester FTAT and/or parent-teacher conference and modified as needed.</p> <p>End: Goals will be met as established by the ILP</p>
Kindergarten Roundup orientation will be provided for all incoming kindergarten students and parents to kindergarten prior to the beginning of the academic school	Kindergarten Team	Materials for Kindergarten Roundup meeting			<p><u>X</u> All</p>	Kindergarten team agendas Sign-in/Registration documents

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
<p>year (August) to provide parents/students with the following information:</p> <p>Academic school day/calendar</p> <p>Grade level expectations as outlined in the CCSS</p> <p>Kindergarten readiness activities and home toolkit</p> <p>How to support the student at home during the school year</p> <p>Opportunities to attend the FTAT meetings</p> <p>Student Support Services</p> <p>After-school Program(s)</p> <p>Back to School Meet and Greet event will take place for all 1st - 3rd grade students and families in August of the academic year to provide the following information:</p> <p>Introduction to grade level</p> <p>Grade level curriculum/CCSS expectations</p> <p>Intervention Support</p> <p>Technology Use</p> <p>Homework Policy</p> <p>Opportunities to attend the FTAT meetings</p> <p>Student Support Services</p> <p>After-school Program(s)</p>		<p>Duplication</p> <p>Items for Toolkit</p> <p>Materials for BSN Meet & Greet meetings</p> <p>Duplication</p> <p>Food items/paper goods</p>				<p>Fliers</p> <p>Infinite Campus Messenger</p> <p>Parent Sign-in/Registration</p> <p>Teacher BSN Meet & Greet Agendas</p> <p>Infinite Campus Messenger</p>
<p>Provide integrated support to families in order to address social/emotional, health, economic and other challenges that may impede learning</p> <p>Campus Monitor will support students in the development and maintenance of a physically and emotionally safe learning environment</p>	Integrated Support Personnel (Student Support Services); Classified Staff	<p>Learning Support Services Coordinator, 0.19 FTE</p> <p>Learning Support Services Coordinator, 0.19 FTE</p> <p>Campus Monitor, 0.875 FTE</p>	<p>Title I Part A</p> <p>LCFF S/C</p> <p>LCFF S/C</p>	<p>25,923</p> <p>25,923</p> <p>65,468</p>	<p><u>X</u> All</p>	<p>Ongoing referrals issued for students needing assistance. Monitoring of these students to see if services are supporting school achievement. Trimester reporting of services provided.</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						<p>Additional support for student social/emotional needs may be accessed through Student Support Services personnel and District.</p> <p>Communication regarding access to these services will be shared in first-day of school packets. Ongoing communication will be provided in Friday Folders. Contact information will also be made available in school office and school newsletters.</p> <p>Principal with information to SSC and ELAC Staff schedules Student/family referral counts each trimester</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
<p>Instructional materials will be purchased to support classroom instruction and student interventions aligned to the Common Core State Standards (including SIPPS for kindergarten and first grade classrooms for 2017-2018 school year)</p> <p>Grade level teams will plan and develop out-of-classroom learning opportunities (field trips, assemblies etc.), aligned to the CCSS, to provide students with first-hand experiences that can be related to the learning in the classroom.</p>	<p>Classroom Teachers</p> <p>Classroom Teachers</p>	<p>Instructional materials for students and teachers aligned to the Common Core State Standards (including SIPPS for kindergarten and 1st grade classrooms)</p> <p>Instructional materials for students and teachers aligned to the CCSS</p> <p>Fees/cost of grade level/classroom out-of-classroom experiences;</p> <p>One outside learning experience per classroom (field trip, assembly)</p>			<p><u>X</u> All</p>	<p>Lists of materials to be purchased aligned to the Common Core State Standards that will support student learning in ELA and Math</p>
<p>Student incentives will be used to recognize and motivate student progress towards improved academic performance, social-emotional learning, attendance, and character education goals, including Student Store:</p> <ul style="list-style-type: none"> • Dog tags • Trophies • Certificates • Other school incentives (e.g., Scholar Dollars, etc.) 	Classroom Teachers	Student Incentives			<p><u>X</u> All</p>	<p>Student recognition will take place on a monthly, trimester and year-long basis for attendance at each grade level.</p> <p>Students will be acknowledged for outstanding character during monthly Kemble Students with Outstanding</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						<p>Character breakfasts.</p> <p>Students will be acknowledged for their achievement based on normative and summative assessments on a trimester and end-of-year basis.</p> <p>Multiple data sources will be utilized for determining students to be recognized.</p> <p>Teachers Principal Office Manager Clerk II</p>
<p>Provide extended day services for additional learning time and intervention support. Target students will be students performing Basic or below grade level:</p> <ul style="list-style-type: none"> Extended Day (before- and after-school tutoring/intervention support) Homework Club Saturday Academy <p>Teachers will track student interventions and supports on the Intervention Tracking Document for each student requiring additional learning time.</p>	Certificated Staff Classified Staff Principal	<p>Certificated Salary</p> <p>Classified Salary</p> <p>Instructional Materials</p>	<p>Title I Part A</p> <p>LCFF S/C</p>	<p>12,000</p> <p>15,000</p>	<p><u>X</u> All</p>	<p>Student work, attendance, and normative and summative assessment data will be used to determine supports for targeted students.</p> <p>Instructional materials will be provided that support students in their academic</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						<p>needs (ELA and math).</p> <p>Monitoring will be maintained through attendance documentation, teacher lesson plans, and principal observations.</p> <p>Information on program implementation will be shared with parents, staff, School Site Council & ELAC through multiple media sources.</p>
<p>Provide web-based instructional support via interventions aligned to the Common Core State Standards that support student learning in English language arts and Mathematics (e.g., iReady, ST Math)</p> <p>Web-based interventions will be accessed at school and at home</p>	Classroom Teachers Principal Technology Department, SCUSD	<p>School License Renewals for ST Math Technology (laptops and maintenance/.repair); Professional Development</p> <p>School License Renewal for iReady (language arts intervention web-based program)</p>	<p>LCFF S/C</p> <p>LCFF S/C</p>	<p>5,000</p> <p>12,750</p>	<p><u>X</u> All</p>	<p>Student progress goals are established at the beginning of the school year and distributed to all staff and parents/guardians.</p> <p>Information on accessing the web-based instructional support is provided to parents/guardians at the beginning of the school year.</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
		Technology (computers, laptops, equipment and maintenance/repairs)				<p>Student progress monitoring of student use and outcomes is web-based (iReady and STMath) and may be accessed daily by classroom teachers.</p> <p>Grade level teams develop technology use schedule to implement program during the instructional day.</p> <p>Monitored by: Classroom Teachers Principal Mind Institute SSC and ELAC</p>

Planned Improvements in Student Performance

School Goal #3

SCHOOL GOAL #3:
To improve the school climate where students, parents and community members feel welcome, safe and engaged.
District/LCAP GOAL:
Action 2.2: All schools will become safer more culturally competent environments where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
LEA Plan Goal Alignment
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
Data Used to Form this Goal:
Student discipline data, parent-teacher conference data, parent/community participation on school governance committees, parent communication with staff members
Findings from the Analysis of this Data:
Student discipline data indicates a need to provide additional supports for students in social and emotional learning and work closely with Student Support Services and District personnel to secure additional supports for students to enhance their social-emotional learning and development of strategies that will enable them to experience success in school.
How the School will Evaluate the Progress of this Goal:
Evaluation will be done through multiple data sources: student referrals home; monthly suspension data; teacher input; parent-teacher conferences; Student Support Services referral data (trimester).
Parent Engagement Activities Related to this Goal:
Home Visit Project, FTAT (Family-Teacher Academic Teams), Parent-Teacher Conferences, Student Study Team Meetings, Parent Engagement Office support are the related activities to this goal.
For Schools in Program Improvement, please indicate year 1 2 3 4 5
For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).
CAASPP Results, 2016, in ELA/Literacy and Mathematics demonstrate improvement in student achievement and a need to continue the focus on providing students with high quality first instruction, as well as targeted interventions and differentiation, aligned to the CCSS.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
<p>Establish a calendar of ongoing parent engagement opportunities to support and strengthen the home-school connection and partnership for improving students' learning outcomes and achievement:</p> <ul style="list-style-type: none"> Kindergarten Roundup Back to School Meet and Greet Home Visit Program Family-Teacher Academic Team Meetings Parent Leadership Series Coffee with the Principal Parents on Campus Family Night Activities and Events in content areas <p>School staff will support school wide events by volunteering to attend in order to build relationships with families and increase engagement.</p> <p>Provide food, child care and translation services for meetings and events. Duplication costs will cover flyers and general outreach of written material.</p> <p>Provide interpretation services for conferences, home visits, meetings, written communication and other home-school communication</p>	Parents Student Support Services personnel Parent Engagement Office	<p>Parent Training/Conference Fees</p> <p>Child Care</p> <p>Postage</p> <p>Duplicating/Printing Costs</p> <p>Food Supplies</p> <p>Parent Training/Conference Fees</p> <p>Child Sitter</p> <p>Postage</p> <p>Duplicating/Printing Costs</p> <p>Translation Support</p>	<p>Title I Part A</p> <p>Title I Part A</p> <p>Title I Part A</p> <p>Title I Part A</p> <p>LCFF S/C</p> <p>LCFF S/C</p> <p>LCFF S/C</p> <p>LCFF S/C</p> <p>LCFF S/C</p> <p>LCFF S/C</p>	<p>1,927</p> <p>300</p> <p>300</p> <p>360</p> <p>750</p> <p>300</p> <p>200</p> <p>300</p> <p>399</p> <p>1,000</p>	<p><u>X</u> All</p>	
<p>Increase parent participation in the Home Visit Program:</p> <ul style="list-style-type: none"> Trainings will be offered to staff. A site lead will be identified to provide updates, coordinate trainings, and offer support to teachers. Identify one day per week solely 	Teachers Parents Principal	<p>Training (staff & parents)</p> <p>Training Materials (cost & duplication)</p> <p>Child Care</p> <p>Translation Support</p>	<p>Title I Part A</p>	<p>373</p>	<p><u>X</u> All</p>	<p>Training for staff will be provided on-site through the School, Family & Community Partnerships Department, SCUSD, which</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
devoted to Home Visits. • Family-Teacher Academic Team (FTAT) training will be provided to staff and parents.						includes Home Visit Program and FTAT. Parents will have the opportunity to participate in FTAT training each trimester to develop goals aligned to the CCSS for their children at their grade level. Teachers will be provided with additional resources to support the Home-Visit Program funding and better meet the needs of their families for training.
Provide a Campus Monitor and other safety precautions to maintain a safe learning environment for all students, school personnel and programs throughout the school day.					<u>X</u> All	See School Goal #2 for detailed description.
Provide marketing support for the Dual Language Spanish Immersion Program (e.g., development of a marketing plan, program brochure, parent information, etc.)	Principal Dual Language Immersion Teachers				<u>X</u> All	Dual Language Immersion Program Teachers and principal will develop a marketing plan to provide information to parents and

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						recruit new students into the program that meet the criteria for participation. Principal Dual Language
Provide marketing support for the Dual Language Spanish Immersion Program (e.g., development of a marketing plan)	Principal Dual Language Immersion Teachers	Duplication Cost Duplication Cost			<u>X</u> All	Dual Language Immersion Program Teachers and principal will develop a marketing plan to provide information to parents and recruit new students into the program that meet the criteria for participation. Principal Dual Language Immersion Teacher Student Enrollment in Program SSC and ELAC
Social-Emotional Learning Foci: School-wide implementation of the secondStep Curriculum to enhance and	Classroom Teachers Principal Staff				<u>X</u> All	Reduction in the number of referrals to the principal for inappropriate

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
<p>improve the social and emotional learning for all students, develop a repertoire of problem-solving strategies, and promote respectful, positive and safe interactions with others.</p> <p>School-wide implementation of the Super Six Character Traits to support and promote student responsibility and accountability for self and others.</p> <p>Posters of Super Six Character Traits will be duplicated and provided to all K-3 classrooms.</p> <p>Recognition and celebration of students' improvement in attendance, learning and achievement on a monthly, trimester and year-long basis.</p> <p>Celebration and recognition of students with outstanding character on a monthly basis aligned to the Super Six Character Traits and Second Step Curriculum.</p>						<p>student behaviors and interactions by classroom, grade level, and school-wide.</p> <p>Observing student interactions in and out of the classroom.</p> <p>Classroom implementation of the secondStep Curriculum and Super Six Character Traits as reflected in weekly lesson plans.</p>

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF S/C	194,898.00
Title I Part A	95,960.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	122,585.00
Goal 2	162,064.00
Goal 3	6,209.00

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
Mary L. Alvarez Jett	X				
Marcelle Amparo		X			
Lori Palmer		X			
Leo Zamudio		X			
Judy Johnson (secretary)			X		
Evelyn Tisdell-Koroma			X		
Moung Chao				X	
Maria Enriquez				X	
Guadalupe Moreno				X	
Maria Teresa Orozco				X	
Lilibeth Valdez				X	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

X 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

X 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.

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

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

X 4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.

X 5. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the Local Educational Agency Plan.

X 6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

X 7. This SPSA was adopted by the SSC at a public meeting on March 28, 2017.

Attested:

Mary L. Alvarez Jett, Ed.D.

Typed Name of School Principal

Signature of School Principal

Date

Lilibeth Valdez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Annual Evaluation – REQUIRED Spring 2018

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

School-wide focus on professional learning, training and follow-up in English language arts concentrating on writing development aligned to the Common Core Content Standards, K-3. As a result of the school-wide focus and the subsequent professional learning throughout the school year in writing development, there is a visible difference in how teachers provide writing instruction and in the student writing samples produced. Student writing is more organized and students spend time thinking, discussing and planning prior to the writing process, utilizing text and online resources to improve and inform their writing.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

There was a difference in writing instruction and student work based on the implementation practices of the classroom teachers. Consistency in the instructional planning and delivery yielded better student writing.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

X Not implemented with fidelity

X Not appropriately matched to student needs/student population

X Other: Lack of consistency and highly qualified staff from one school year to the next. The Dual Language Immersion Program

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

X Continuing it with the following modifications:

In the second year of implementation in writing development, we will continue to participate in professional learning, studying the Units of Study curriculum (Lucy Calkins) and spending more time in the collaborative planning process prior to providing instruction to students.

Recommendations and Assurances

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

- X 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- X 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.
- X 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X English Learner Advisory Committee


Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

X 4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.

X 5. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the Local Educational Agency Plan.

X 6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

X 7. This SPSA was adopted by the SSC at a public meeting on March 28, 2017.

Attested:

Mary L. Alvarez Jett, Ed.D.

Typed Name of School Principal


Signature of School Principal

4/17/2017

Date

Lilibeth Valdez

Typed Name of SSC Chairperson


Signature of SSC Chairperson

4/18/2017

Date

Edward Kemble K-3 Elementary

7495 29th Street | Sacramento, CA | 95822

Dr. Mary Alvarez-Jett, Principal

SCHOOL / PARENT / STUDENT COMPACT 2016-17

This compact serves as an agreement between the school, parent and student. It is a promise to work together so your child can be a scholar with positive character! We believe that together we can improve teaching and learning. Please discuss this compact with your child, sign it, and return it tomorrow to your child's teacher.

STUDENT AGREEMENT:

I want to achieve and do well in school and in life. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Come to school every day and on time, be ready to learn, and give my personal best every day
- Wear my school uniform daily to show I am a professional scholar
- Follow The Super Six while making good choices and accepting responsibility for my learning and behavior
- Give parent/guardian all notices and information received from the school
- Read and agree to follow the school policies from the Edward Kemble Student/Parent Handbook

Student's Signature _____ Date _____

PARENT AGREEMENT:

I want my child to achieve and do well in school and in life. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Communicate the importance of education and positive character to my child
- Ensure that my child is well-rested and comes to school every day, on time and is in uniform
- Review my child's homework and any notes coming home from school. Return the Friday Folder each week.
- Provide the school with outside information and reports that will help my child do their very best in school
- Get involved with school activities/events, attend parent/teacher conferences, and be open to a home visit

Parent/Guardian's Signature _____ Date _____

TEACHER AGREEMENT:

It is important to me that students achieve to their fullest potential. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Make long range and daily lesson plans that reflect the standards and courses of study
- Provide a warm, inviting, safe, and caring environment
- Validate and affirm the cultures of our students and families
- Provide quality and rigorous instruction and meaningful homework assignments to reinforce and extend learning
- Communicate regularly with students and parents about students' progress, including two formal parent conferences

Teacher's Signature _____ Date _____

PRINCIPAL / SCHOOL AGREEMENT:

I want every student to be an achieving scholar with positive character. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Establish a standard of quality and rigorous instruction in every classroom
- Maintain a safe, orderly and respectful school community
- Communicate regularly with parents through report cards, newsletters and meetings
- Seek the input and support of staff, students and parents with all aspects of the school quality

Principal's Signature _____ Date _____

**Keep this page attached in the Parent/Student Handbook
You will sign a copy at Back to School Night**

Edward Kemble K-3 Elementary

7495 29th Street | Sacramento, CA | 95822

Dr. Mary Alvarez-Jett, Principal

ESCUELA/PADRES/COMPROMISO ESTUDIANTEL 2016-2017

Este compromiso servi como un acuerdo entre la escuela, los padres y el estudiante. Es una promesa para que su hijo pueda ser un estudiante con caracter positivo! Nosotros creemos que juntos podemos mejorar la enseñanza y aprendizaje. Por favor hable de este compromiso con su hijo, y regreselo mañana a la maestro de su hijo/a.

ACUERDO DEL ESTUDIANTE:

- Yo quiero hacer bien en la escuela y en la vida. Pore so, estoy de acuerdo en hacer lo mejor que pueda con las siguientes responsabilidades: Venir todos los dias a la escuela y llegar a tiempo, estar listo para aprender, y tratar lo mejor todos los dias.
- Usar mi uniforme todos los dias para demostrar mi profesionalismo como escolar
- Seguir El Escolar Seis mientras hago mis buenas decisions y acepto mis responsabilidades por mi aprendizaje y comportamiento. Completar y regresar toda la tarea terminada cuando se require
- Respetar la escuela, los empleados, los estudiantes y los padres
- Leer y aceptar seguir las polizas de la Escuela de Edward Kemble del libro de Estudiantes/Padres.

Firma del Estudiante: _____ Fecha _____

ACUERDO DEL PADRE:

Yo quiero que mi hijo/a haga bien en la escuela y en su vida. Pore so, estoy de acuerdo con seguir las siguientes responsabilidades a lo mejor de mis habilidades:

- Comunicar la importancia de la educacion y aprendizaje para mi hijo/a.
- Asegurarme que mi hijo/a este bien descansado y que venga a la escuela todos los dias y a tiempo y en uniforme. Proveer un lugar callado donde pueda hacer su tarea y pueda leer 20-30 minutos todos los dias.
- Repasar las tareas y otras notas que vengan a casa de la escuela. Seguir El Escolar Seis y ser un modelo en casa de ello.
- Proveer a la escuela con informacion y reportes que ayuden a mi hijo/a hacer lo mejor que pueda
- Participar en las actividades/eventos de la escuela, estar abierto a las visitas de casa, y tratar de ser voluntario por lo menos 3 horas. Leer y hablar el Libreto de Edward Kemble Student/Parent Handbook a mis hijos. Estoy de acuerdo que seguire todas la polizas de la escuela.

Firma de Padres/Guardianes _____ Fecha _____

ACUERDO DE EL MAESTRO/A DE LA ESCUELA:

Es importante para mi que los estudiantes alcancen su maximo potencial academico. Es pore so, que yo siguiere mis responsabilidades a lo mejor de mis habilidades:

- Proveer un calido, inivitable, seguro y cariñoso espacio.
- Dar ejemplo, instruccion, sugerir y apoyar los Seis Escolares.
- Dar validez y afirmar las culturas de nuestros estudiantes e familias.
- Proveer riguroso y con calidad instruccion que tenga sentido y tareas que renforce el aprendizaje aprendido
- Continuar con mi propio aprendizaje para proveer instruccion con calidad para todos mis estudiantes.
- Comunicar regularmente con mis estudiantes y padres acerca del progreso de sus estudiantes, incluyendo el tener dos conferencias de padres formales este año.

Firma del Maestro/a _____ Fecha _____

ACUERDO DE LA DIRECTORA:

Yo quiero que todos los estudiantes tengan un logro academic y un caracter positivo. Por eso, yo siguiere las responsabilidades a lo mejor de mis habilidades.

- Establecer un estandar de calidad y instruccion riguroso en cada salon. Mantener un comunidad segura con orden y respect.
- Proveer comunicacion durante emergencias.
- Apoyar a los empleados, padres e estudiantes con el procceso de aprendizaje.
- Buscar informes para apoyar a los empleados, estudiantes y padres con todos los aspectos de la escuela.

Firma de la Directora _____ Fecha _____

**Por favor repase esta pagina con su hijo, firme, y regrese
a la escuela la noche de Regreso a la Escuela**

