

The Single Plan for Student Achievement

School: A. M. Winn Waldorf-Inspired K-8
CDS Code: 34-67439-6033765
District: Sacramento City Unified School District
Principal: Michael Kast
Revision Date: January 26, 2015

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

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

Contact Person: Michael Kast
Position: Principal
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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 namesake Albert M. Winn was Sacramento's first Mayor. At A. M. Winn Waldorf-Inspired K-8, our students build on Winn's legacy of civic duty, enterprise, and leadership to develop as life-long learners who are intellectually and personally equipped for success in college, career, and service to others.

Our learning community thrives on and embraces its inherent diversity. Our approximately 400 students come from a variety of socioeconomic, racial/ethnic traditions, and ten different languages including English are spoken in our families' homes. We strive daily to work with our students' families to build on their life experiences in providing a rich culturally and linguistically responsive learning environment that connects students' interests and passions to an exploration of the world through scholarly pursuit.

Special programs at A. M. Winn include:

School wide English and Language Arts intervention program

Spring after-school tutoring program for students who are struggling in core subjects

Healthy Start services including free mental health services, lunch buddies, PIP play therapy, Second Step character building, dental and vision screenings, speech therapy, and advocacy and referral to youth and family services

ASES after school program

Artsbridge Fine Arts partnership with CSU-Sacramento

School Garden

Community Guild, School Site Council, and ELAC

Computer Lab

100% of staff certified as Highly Qualified Teachers

Paraprofessional classroom supports in two languages

Resource Learning Center for RSP students

Red Ribbon and "Green" (Environmental) Spirit Weeks

Library, music, and physical education programs

Mentor partnership with George Washington Carver H.S.

Partnership with Lincoln Village Neighborhood Association

Annual Community Field Day

Annual Community Pancake Breakfast

Handwork class

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	715	748	749
African American	643		
American Indian			
Asian	821		
Filipino			
Hispanic	690		
Pacific Islander			
White	749		
Socioecon Disadvantaged	707		
English Learners	745		
Students w/ Disabilities	556		

*Produced in absence of a 2014 API Growth Report during California's Assessment Transition

2014 Adequate Yearly Progress Report (AYP) PI Year: 5

Percent Proficient	ELA	Math	PI
Schoolwide			
African American			
PIAmerican Indian			
Filipino			
Hispanic			
Pacific Islander			
Socioecon Disadvantaged			
English Learners			
Students w/ Disabilities			

Notes: AYP only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	8			2	17	9	75	12
1			2	18	7	64	2	18			11
2					10	59	4	24	3	18	17
3					5	50	1	10	4	40	10
4	4	29	3	21	7	50					14
5	1	9	4	36	5	45	1	9			11
6			3	75	1	25					4
7			3	50	1	17	1	17	1	17	6
Total	5	6	16	19	36	42	11	13	17	20	85

School and Student Performance Data

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

Title III

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	56%	20.1%	45.1%	78.0%	78.2%
# Annual Testers	86	86	86	86	86
% w/ Prior-Year Data	97.7%			97.7%	97.7%
# in Cohort	84	76	28		
# Met AMAO	56	25	--		
% Met AMAO	66.7%	32.9%	--		

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	57.5%	21.4%	47.0%	89.0%	89.1%
# Annual Testers	77	77	77	77	77
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	77	80	22		
# Met AMAO	52	24	--		
% Met AMAO	67.5%	30.0%	--		

Title III	2013 - 2014				
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	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	59.0%	22.8%	49.0%	100%	100%
# Annual Testers	62	62	62	62	62
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	62	59	18		
# Met AMAO	28	5	--		
% Met AMAO	45.2%	8.5%	--		

*In 2014, AYP was only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	715		745		707			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 th grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%								
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas								
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year								
		% increase in exemptions: ELA (3%, 2%)								
		% increase in exemptions: Math (2%, 3%)								
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks								
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		9.20%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	95.8%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%	0%							
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	5.7							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			32.0%					
	API	Maintain: ALL, EL, SES until API is revised	715		745		707			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year) FTE increase: Custodians (by 21.5, maintain at 86.5)								

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster	
	FTE increase: Plant Manager (by 11, maintain at 71)								

Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as some schools provide additional information.

For Schools in Program Improvement:

What are the specific issues that caused the school to be identified in Program Improvement?

We did not meet all of our AYP goals. We missed all of our AYP proficiency goals by subgroup on our last CST test in May of 2013.

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.

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Action 2.1: Students will be provided cleaner, better maintained learning environments.

Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

2014-15 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	\$80,054	0.00
LCFF LEP	\$16,756	0.00
LCFF F/R	\$102,616	0.00

Planned Improvements in Student Performance

School Goal #1

District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready. Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
SCHOOL GOAL #1:
Enrich and expand healthy holistic development of Waldorf philosophies, instructional methods, and environments.
Data Used to Form this Goal:
Academic Results from other Waldorf school Teacher reported student data Parent feedback Teacher feedback
Findings from the Analysis of this Data:
Specialty classes have a direct impact on the developmental growth of students. Classes such as music, handwork, and learning a second language help the students' brain and body development which allows them to have greater success in all academic areas. Our teachers can use further training in Waldorf education
How the School will Evaluate the Progress of this Goal:
On going monitoring of student achievement Parent and Teacher feedback
Parent Engagement Activities Related to this Goal:
We hold regularly scheduled parent meetings to keep our parents engaged in our school and let them know how and what standards we are teaching.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
Our goal is designed to strengthen the quality of our instruction, as well as, increase our specialty classes which often work as interventions as they engage the students in ways that the classroom curriculum cannot.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Students will be given the chance to participate in Specialty classes to enhance their educational experience and their learning. These classes are a core part of Waldorf curriculum.	Specialty Teachers	Salary	LCFF F/R	50000	All	Formal and Informal observations Teacher feedback
	Principal Teachers	Supplies	LCFF F/R	4000	All	
Students will be provided with the proper academic supplies so that every student can appropriately access the curriculum.	Principal Teachers Healthy Start Staff Special Education Staff SST Team	Supplies	Title I Part A: Allocation	21355	All	Teacher feedback Student feedback
Teachers will learn and use Waldorf Inspired teaching strategies and methodology in their classrooms. This will be accomplished through professional development opportunities as well as on-site mentoring. This training will include embedding all CCSS into our Waldorf-Inspired method of teaching.	Teachers	Training	Title I Part A: Allocation	12000	All	Formal and informal observations
	Substitutes Principal	Mentor/Consultant	Title I Part A: Allocation	4000	All	
Our Waldorf-Inspired teachers will hold quarterly parent meetings to discuss how our Waldorf curriculum is being taught and how it addresses the CCSS.	Teachers Principal	Conference Fees	Title I Part A: Allocation	1500	All	Teacher feedback Parent Feedback
		Duplication fees	Title I Part A: Allocation	750	All	
		Child supervision	Title I Part A: Allocation	205	All	

Planned Improvements in Student Performance

School Goal #2

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.
SCHOOL GOAL #2:
Ensure consistent high quality of teaching and learning in all academic and social/emotional realms within and between grades.
Data Used to Form this Goal:
Previous CST data Current data from student work based on work samples, reports cards, and grade books Healthy Start Reports or services provided to students. Feedback from EL families
Findings from the Analysis of this Data:
We have a strong need to continue providing services for our students through our Healthy Start office so that we can service the whole child at our school. Having multiple bilingual aides who can speak to students in their native language is a benefit to our students and our families when we have on-site translation.
How the School will Evaluate the Progress of this Goal:
We will continuously gather data and feedback from our stakeholders. We will keep track and analyze how many and how often our students are receiving services through our Healthy Start office.
Parent Engagement Activities Related to this Goal:
Parents will be kept aware of the activities related to this goal through our regular parents meetings.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
Our actions for this goal have a direct impact on students being able to access the curriculum by providing increased academic and social/emotional support for our students.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
All students will have the opportunity to work with a bilingual aide to increase their level of understanding of the curriculum.	Bilingual aides Teachers Principal	Salary	LCFF LEP	16690	EL	Teacher feedback Informal and formal observation
		Salary	LCFF F/R	48116	All	
		Salary	Title I Part A: Allocation	10329	EL	
		Supplies	LCFF LEP	66	EL	
Students who are recommended for tutoring by their current or previous teacher based on their academic record will be given the opportunity to attend after school tutoring.	Teachers	Salary	Title I Part A: Allocation	3500	All	Teacher feedback Progress monitoring Student feedback
Our Healthy Start team will work with parents and students to work with students who have social, emotional, and physical needs that are hindering the learning process.	Healthy Start Staff Teachers	Salary	Title I Part A: Allocation	26415	All	Reports from Healthy Start Staff Student and parent feedback Teacher Feedback
		Student Supplies	LCFF F/R	500	All	

Planned Improvements in Student Performance

School Goal #3

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

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

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	102,616.00
LCFF LEP	16,756.00
Title I Part A: Allocation	80,054.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	93,810.00
Goal 2	105,616.00

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
Michael Kast	X				
James Tucker		X			
Teri Merkley		X			
Julie Kauffman			X		
Barbara Hokamp				X	
Maura Skipps				X	
Karen Reynolds				X	
Sara Miles				X	

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

Annual Evaluation – REQUIRED Spring 2016

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

Strategies and Activities

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

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

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

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

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

Eliminating it from next year's plan

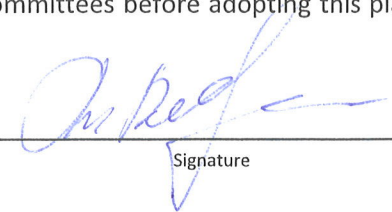
Continuing it with the following modifications:

Recommendations and Assurances

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

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

English Learner Advisory Committee



Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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



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 6/17/2014 amended 1/27/2015.

Attested:

Michael Kast

Typed Name of School Principal



Signature of School Principal

1/27/15

Date

James Tucker

Typed Name of SSC Chairperson



Signature of SSC Chairperson

1/27/15

Date