

The Single Plan for Student Achievement

School: Bret Harte Elementary School
CDS Code: 34-67439-6033807
District: Sacramento City Unified School District
Principal: Lorena Carrillo
Revision Date: April 17, 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: Lorena Carrillo
Position: Principal
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Address: 2751 Ninth Avenue
Sacramento, CA 95824
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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 at Bret Harte Elementary School, a culturally diverse community of children, parents, and staff, is to educate children to reach their fullest potential. We believe that by working together we can create a nurturing environment where every child becomes a respectful, responsible, lifelong learner.

Our goal at Bret Harte Elementary School is to maximize the unique potential of each and every child in a happy and secure environment. We believe that our students will be the responsible, contributing decision-makers of the future who will improve and strengthen.

Bret Harte Elementary School is a K-6 public school with five hundred and ten students. Our students hail primarily from the Oak Park and Curtis Park communities. Approximately 90% of our students qualify for free or reduced lunch. Approximately 25% of our students are English learners. Students at Bret Harte benefit from a number of programs that are designed so that we can attempt to meet their individual needs. These programs include: Student Support Center, School Nurse, Extended Day Tutoring and Mentoring, Bret Harte Advanced/GATE Program, and a computer technology lab. We adhere to the core curriculum for the district, with Open Court 2002 as our reading program and McGraw-Hill as our math program. All students grade 1-6 benefit from our music prep programs. We are proud of our wide range of programs, as we attempt to provide the best education for each of our students.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	712	742	744
African American	677		
American Indian			
Asian	912		
Filipino			
Hispanic	679		
Pacific Islander			
White	885		
Socioecon Disadvantaged	712		
English Learners	688		
Students w/ Disabilities	526		

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

2014 Adequate Yearly Progress Report (AYP) PI Year:

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	10	2	20	7	70	10
1			1	10	4	40	3	30	2	20	10
2					6	43	2	14	6	43	14
3			2	13	6	38	3	19	5	31	16
4			2	18	5	45	3	27	1	9	11
5	3	20	4	27	5	33	1	7	2	13	15
6	2	18	2	18	4	36	2	18	1	9	11
Total	5	6	11	13	31	36	16	18	24	28	87

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	64	64	64	64	64
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	64	65	16		
# Met AMAO	34	13	--		
% Met AMAO	53.1%	20.0%	--		

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	55	55	55	55	55
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	55	62	11		
# Met AMAO	25	12	--		
% Met AMAO	45.5%	19.4%	--		

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	70	70	70	70	70
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	70	61	24		
# Met AMAO	27	5	--		
% Met AMAO	38.6%	8.2%	--		

*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	712		688		712			
	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)		14.20%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	94.22%							

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%								
	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	5.9							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			0.0%					
	API	Maintain: ALL, EL, SES until API is revised	712		688		712			
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?

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
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Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
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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.
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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	\$69,912	69,912.00
LCFF LEP	\$18,279	18,279.00
LCFF F/R	\$89,616	89,616.00

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 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.
SCHOOL GOAL #1:
The staff will implement Common Core standards in all curricular areas which will include the development of higher order thinking and collaboration skills to promote problem solving. The teaching and learning strategies will be researched based so that all students with different needs and abilities are challenged throughout each lesson.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Formative and Summative assessments will be utilized to assess student progress in addition to classroom observations.
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		Target Student Sub Group
Teachers will set individual student goals for ELA and math based on student's work and current data sources.	Teachers/Principal		Title I Part A: Allocation		All	
Every six-eight weeks, teachers will review multiple measures of student achievement data to evaluate the progress students have made towards meeting their goals.	Teachers/Principal					
Structure Collaborative discussions to increase critical thinking across the curriculum using Common Core Standards.	Teachers/Principal					
Teachers will discuss/share how they use appropriate questioning strategies to promote higher level thinking. Teachers will co-plan/co-teach with district specialists to increase the amount of collaborative discussion lessons.	Principal and teachers					

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
SCHOOL GOAL #2:
Students who are not making adequate progress will be provided support through interventions.
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	
<p>Plan for increased differentiation in the classroom, especially as it relates to common core standards using the Data Inquiry Process within CPT. Teachers will collaborate and plan using grade level standards to guide instruction. Teachers will ensure that students justify their responses with evidence.</p> <p>Small group intervention will be provided through the use of an intervention teacher in specific targeted skills in language arts and mathematics.</p>	Teachers/ Principal/ Intervention teacher	<p>Intervention/Resource Teacher</p> <p>Reading Partners</p> <p>Instructional aides</p>	<p>LCFF F/R</p> <p>LCFF F/R</p> <p>LCFF F/R</p>		
<p>All teachers will receive SCOE training to broaden their knowledge and also to collaborate around strategies for supporting students to higher levels of critical thinking.</p> <p>Integration of Technology into the curriculum will also be supported by ensuring that the computer lab is maintained and teachers are able to use technology as a tool for differentiation.</p>	Teachers/Principal				
The library will be assessable to all students, staff and parents so that students can exposure to the various genres of literature.	Teacher/Principal /Library Media Tech	Library Media Tech			

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
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.
SCHOOL GOAL #3:
Parents, teachers, administrators and support staff will work collaboratively to promote a positive and engaging school climate.
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	
The school will emphasize on character education as well as academic achievement, student effort and attendance.					
The SSC and school nurse will partner to provide mentoring, counseling, psycho education groups, health education and screenings, family support basic needs services, and case management to maximize wellness and increase achievement.					
Teachers and staff will support and implement District attendance process including sending attendance letters, SART, SARB, etc. in addition to implementation of positive interventions by administrators, the YFRC, and the school nurse.					

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

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
Leticia Charles				X	
Sonia Carrillo				X	
Sonia Martinez				X	
Veronica Perez				X	
Elizabeth Scurlock				X	
Lorena Carrillo	X				
Chloe Stidger		X			
Julie Hertzig		X			
Karen Lim		X			
Onethia Riley			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:

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)**:

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
	Other committees established by the school or district (list):	_____
		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 May 8, 2014.

Attested:

Lorena Carrillo

Typed Name of School Principal

Signature of School Principal

Date

Leticia Charles

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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:

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Special Education Advisory Committee
Gifted and Talented Education Program Advisory Committee
District/School Liaison Team for schools in Program Improvement
Compensatory Education Advisory Committee
Departmental Advisory Committee (secondary)
Other committees established by the school or district (list):

Signature

Signature

Signature

Signature

Signature
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Attested:

Lorena Carrillo

Typed Name of School Principal



Signature of School Principal

May 18, 2015

Date

Leticia Charles

Typed Name of SSC Chairperson



Signature of SSC Chairperson

05-18-15

Date

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Onethia Riley			X		

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