

The Single Plan for Student Achievement

School: James Marshall Elementary School
CDS Code: 34-67439-6096150
District: Sacramento City Unified School District
Principal: Marla Van Laningham
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:

Contact Person: Marla Van Laningham
Position: Principal
Phone Number: (916) 228-5860
Address: 9525 Goethe Road
Sacramento, CA 95827
E-mail Address: marla-vanlaningham@scusd.edu



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

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

Children are first at James Marshall. Staff is engaging every student so they are challenged in a meaningful and captivating manner. There are strong community ties creating a happy and safe environment for students.

James W. Marshall Elementary is located in the heart of the Rosemont community. The entire staff at James Marshall is committed to the academic success of every student. Teachers and support staff collaborate on a regular basis to review data to help guide daily instruction. We have several programs that enhance our daily classroom instruction. By effectively utilizing paraprofessionals and resource teachers, we provide leveled intervention in English-language arts for all primary students during the school day. This model allows for small group instruction at the students' instructional level. Instructional intervention is also offered for selected students during before school tutoring (by the CSUS Readers Program). In addition, students are served by a variety of different Special Education classes on campus.

In addition to students' academic needs, James Marshall staff tries to focus on the whole child. We integrate character education into our daily teaching, and offer extracurricular activities whenever possible. We have a state of the art computer lab, an active Drama club, Hip Hop Club, LEGO Club, Running Club, a basketball team and other fun filled and educational field trips and exciting assemblies such as "Fantasy Theater," which exposes all students to the arts and music. We have an excellent Physical Education program as well.

Parent involvement is encouraged at James Marshall. Parents are very active in our Parent Teacher Group as well as our Schoolsite Council and English Learner Advisory Committee. Parents are welcome on campus anytime and can volunteer in classrooms and are welcome to work or relax in our Parent Resource Center. The Parent Teacher Group and the staff at James Marshall work collectively to provide as many opportunities for parent education as possible, such as Family Reading Night, Family Math Night and Family Science Night.

James Marshall has Pre-School on site as well as before and after school day care through the Sacramento City Unified School District's Children's Center. Free after school care, academic support and enrichment activities are also available through the Sacramento START program.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	796	807	807
African American	750		
American Indian			
Asian	868		
Filipino			
Hispanic	759		
Pacific Islander			
White	801		
Socioecon Disadvantaged	783		
English Learners	812		
Students w/ Disabilities	731		

*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					5	24	5	24	11	52	21
1			1	8	6	50	3	25	2	17	12
2			4	31	5	38	2	15	2	15	13
3			3	20	8	53	4	27			15
4			3	33	5	56	1	11			9
5	1	6	5	31	7	44	1	6	2	13	16
6			2	40	2	40	1	20			5
Total	1	1	18	20	38	42	17	19	17	19	91

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	90	90	90	90	90
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	90	84	26		
# Met AMAO	60	29	--		
% Met AMAO	66.7%	34.5%	--		

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	70	22		
# Met AMAO	39	18	--		
% Met AMAO	50.6%	25.7%	--		

Title III	2013 - 2014				
-----------	-------------	--	--	--	--

	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	65	65	65	65	65
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	65	73	17		
# Met AMAO	30	10	--		
% Met AMAO	46.2%	13.7%	--		

*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	796		812		783			
	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)		8.10%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	95.66%							

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	5.3							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			24.2%					
	API	Maintain: ALL, EL, SES until API is revised	796		812		783			
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.
--

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.

2015-16 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	58,692	0.00
LCFF LEP	17,844	0.00
LCFF F/R	75,233	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 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
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:
Students will regularly engage in rigorous academic conversations across all content areas and use knowledge gained to write routinely and for specific purposes, as measured by benchmark testing, classroom observations and writing samples.
Data Used to Form this Goal:
Classroom Observations Pam Allen Unit Assessments
Findings from the Analysis of this Data:
Classroom observations show students struggle with using academic language and are unable to support their positions with relevant evidence. Assessments are needing to be highly scaffolded for task completion across many grade levels.
How the School will Evaluate the Progress of this Goal:
Lesson plans and classroom observations will reflect rich academic instruction. Writing samples and finished projects will be evaluated. Benchmark assessments and CAASPP data will be used as well.
Parent Engagement Activities Related to this Goal:
Parents will be given the opportunity to learn more about the Common Core State Standards and how academic conversations can be used to help students with their writing.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
This goal will address our underperformance in the areas of Language Arts and Mathematics.

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 be given the opportunity to plan academic conversations across all content areas with colleagues (CPT and Training).	All Teachers Principal	Staff Development	Title I Part A: Allocation	3,000	All	
Teachers will be given time to discuss writing ideas to incorporate into units of study (CPT and Training).	All Teachers Principal	Staff Development	Title I Part A: Allocation	2,870	All	
Teachers will continue designing units of study based on the Common Core Standards or plan to implement Pam Allen supplemental materials (or a combination of both).	All Teachers Principal	Instructional Supplies	Title I Part A: Allocation	6,908	All	
		Copies	LCFF F/R	1,000	All	
		Instructional Supplies	LCFF F/R	3,737	All	
Student writing will be reviewed by peers in all classes and meaningful feedback will be given.	All Teachers Principal					
Parents will be given the opportunity to attend workshops on the Common Core State Standards.	All Teachers Principal	Parent Workshops	Title I Part A: Allocation	1,887	All	
		Informational Meetings	LCFF LEP	100	EL	
Technology will be used school-wide to help students demonstrate their mastery of Common Core Standards.	Teachers Students	Instructional Supplies	LCFF F/R	500	All	
Students will be exposed to different forms of art integrated into the Common Core Standards	Teachers Principal	Student Workshops	Title I Part A: Allocation	4,000	All	

Planned Improvements in Student Performance

School Goal #2

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.
SCHOOL GOAL #2:
Teaching and learning will focus on Student Engagement, Differentiated Instruction and Higher Order Thinking tasks as measured by student work, lesson plans and observations.
Data Used to Form this Goal:
Classroom Observations Assessment Data (computer based) CELDT Data Curriculum Embedded Assessments
Findings from the Analysis of this Data:
There is a variety of instructional levels in every classroom. There are students that are struggling with foundational skills in the primary grades. CELDT scores show the need for additional support with English Language Development across all grade levels.
How the School will Evaluate the Progress of this Goal:
Dibels Assessments (3 times a year) Benchmark Assessments and CAASPP Data Curriculum Embedded Assessments CELDT Data
Parent Engagement Activities Related to this Goal:
Parents will be informed of academic progress. Student Study Team meetings will be held if there is lack of progress.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
This goal attempts to close the achievement gap and bring all students to grade level proficiency.

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	
Primary students will receive Language Arts Intervention daily to improve reading skills and comprehension.	Principal Teachers Instructional Aides	Instructional Aides	Title I Part A: Allocation	35,827	All	
		Instructional Aides	LCFF F/R	63,496	All	
Teachers will incorporate English Language Development strategies into daily instruction to support English Learners and English Learners will receive weekly support from a Bilingual Teacher Assistant.	Principal Teachers	Bilingual Instructional Assistant	LCFF LEP	16,922	EL	
		Instructional Supplies	LCFF LEP	822	EL	
Teachers will learn more about Inclusive Practices and will collaborate in order to incorporate different methods of co-teaching in their classrooms.	Principal Teachers					
Teachers will continue to educate themselves on Student Engagement strategies and use these skills and techniques to increase authentic engagement in their classrooms.	Principal Teachers					
Teachers will continue to attend professional development for differentiated instruction and begin implementation of strategies learned. In addition, teachers will continue the GATE certification process.	Principal Teachers					
Students will be encouraged to read 20-30 minutes nightly and track the reading in their planners	Teacher Student	Library Media Tech	LCFF F/R	6,000	All	
		Library Books	LCFF F/R	500	All	

Planned Improvements in Student Performance

School Goal #3

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 #3:
Students will be recognized for academic achievement, citizenship and attendance. In addition the number of student suspensions and office referrals will decrease by 20%.
Data Used to Form this Goal:
Suspension Data Office Referrals Attendance Reports
Findings from the Analysis of this Data:
The number of students being referred to the office for suspension or other consequences has increased. Monthly attendance percentages have declined in the past two years.
How the School will Evaluate the Progress of this Goal:
Suspension Data Office Referrals Attendance Reports
Parent Engagement Activities Related to this Goal:
Parents will be invited to attend awards ceremonies. Parents will be invited to attend attendance meetings (SART and SARB). Parent volunteers will be asked to work at end of the year awards celebrations. Parents will be included in rewriting the school-wide discipline policy.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
Increased class time results in more learning and higher achievement.

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	
Character education will be explicitly taught on a regular basis.	Principal Teachers					
Students will be recognized for academic achievements, outstanding citizenship and attendance.	Principal Teachers					
Students will receive instruction as well as special performances on Anti-Bullying practices.	Principal Teachers	Outside Vendor Shows	Title I Part A: Allocation	4,200	All	
Staff and parents will work collaboratively to rewrite the school-wide discipline policy. This policy will be implemented by all staff.						

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	75,233.00
LCFF LEP	17,844.00
Title I Part A: Allocation	58,692.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,002.00
Goal 2	123,567.00
Goal 3	4,200.00

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
Marla Van Laningham	X				
Tina Ajirogi			X		
Paul Nicholas		X			
Vicki Mackelburg		X			
Beverly Nowak		X			
Alena Basiuk				X	
Andrew Garnett				X	
Lyudmila Litvinchuk				X	
Adam Struck				X	
Matt Muller				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
 - 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):
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 1/20/2015.

Attested:



Signature

Signature

Signature

Signature

Signature

Signature

Signature

Marla Van Laningham

Typed Name of School Principal



Signature of School Principal

2/10/15

Date

Andrew Garnett

Typed Name of SSC Chairperson



Signature of SSC Chairperson

2.10.15

Date