

The Single Plan for Student Achievement

School: Kit Carson Middle School
CDS Code: 34-67439-6061832
District: Sacramento City Unified School District
Principal: Charlie Watters
Revision Date: January 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: Charlie Watters
Position: Principal
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Sacramento, CA 95819
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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)

Kit Carson is a jewel in the heart of East Sacramento. Set on a twelve acre campus with Spanish style architecture and red brick accents, our campus is a tranquil setting which evokes images of the rich history of California.

Kit Carson is home of the Pioneers, both in name and in philosophy. The school has an important place in the history of East Sacramento with many generations of local residents having passed through our doors. Long-time residents of the community have fond memories of the original building which was constructed in 1933, and of the storied past of the school.

The “new” Kit Carson, built in 1976, recognizes time-honored Pioneer traditions while at the same time focusing on progressive, forward thinking instructional practices which make us a cutting-edge school of the future.

Our campus is home to many different languages and cultures that truly reflect the diversity of our city. This multi-cultural makeup is something we celebrate, and we believe that diversity enhances the positive experiences for our students.

Currently we serve a student population from many communities of the greater Sacramento area. With college and career readiness being a goal for all Kit Carson students, our unifying slogan is, “The road to college begins here.”

Kit Carson is an International Baccalaureate candidate school offering the IB Middle Years Program in grades 7,8, and 9. The school is in the process of seeking authorization as an International Baccalaureate World School offering grades 7-12. Expansion will occur over a four year period through 2017 with an additional grade level being added each year.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	669	657	657
African American	644		
American Indian			
Asian	775		
Filipino			
Hispanic	636		
Pacific Islander			
White	741		
Socioecon Disadvantaged	668		
English Learners	614		
Students w/ Disabilities	513		

*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
	#	%	#	%	#	%	#	%	#	%	#
7	3	11	5	19	12	44	2	7	5	19	27
8	3	9	13	37	15	43	3	9	1	3	35
Total	6	10	18	29	27	44	5	8	6	10	62

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	68	68	68	68	68
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	68	13	59		
# Met AMAO	35	--	22		
% Met AMAO	51.5%	--	37.3%		

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	66	66	66	66	66
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	66	8	60		
# Met AMAO	37	--	29		
% Met AMAO	56.1%	--	48.3%		

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	54	54	54	54	54
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	54	5	53		
# Met AMAO	25	--	18		
% Met AMAO	46.3%	--	34.0%		

*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	669		614		668			
	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)		15.70%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	94.19%							

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%	0.31%							
	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	13.3							
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	669		614		668			
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?

The school has not met all API and AMO targets for two consecutive years in order to exit Program Improvement. Specifically, the following subgroups did not meet targets on the most recent STAR test in 2012-13: Hispanic/Latino, Socioeconomically disadvantaged, and English Learners.

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: Assistance to Schools (Priority Schools)	72,286	0.00
LCFF LEP	13,057	0.00
LCFF F/R	92,658	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 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities
SCHOOL GOAL #1:
Kit Carson is implementing an International Baccalaureate Program for grades 7-12. This will include a Middle Years Program encompassing grades 7-10 and a Diploma Program for grades 11-12. Both programs will phase in over the next 5-7 years. This year is the second year of IB candidacy for the school. Tasks this year will include identifying resources, training staff, securing funding sources, and aligning IB curriculum and instructional methodologies. The school will apply for full IB authorization in the spring of 2015.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Data from the Design Team (need for high school in the area; school capacity to grow; investment in faculty training has begun; 6 years without transition--more time to work with students• Documentation of teacher trainings (Lake Tahoe, etc...)• Student work samples• Teacher designed MYP units• Based on previous state wide assessments, there is a need for an improved program and curriculum.
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Strong request by neighborhood families to have a local high school and a high performing, college bound program.• Aligns with current practices of collaborative planning, interdisciplinary instruction, and Common Core• Students found the innovation of the IB Program relevant to their decision to attend Kit Carson.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Data from California Academic Partnership Program (CAPP) Evaluators from UC Davis.• Data from IB Coordinator who monitors curriculum design and instruction• Student work samples• Input from our IB consultant• District criteria
Parent Engagement Activities Related to this Goal:

- Component within IB Program that addresses parental involvement
- IB Information Night(s)
- Additional activities are listed under Goal #3

For Schools in Program Improvement: How does this goal address the school's program improvement issues?

- Rigorous instruction so all learners will be high achieving
- IB meets the needs of our diverse sub groups

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	
<ul style="list-style-type: none"> -Communication and outreach activities to parents, community and prospective students (required by Title I) -IB training for staff (funds will be used from Title I professional development allocation listed under goal #2). 	Principal, staff Principal/SIC/IB trainers	Parent involvement	Title I: Assistance to Schools (Priority Schools)	2217	All	Infinite Campus messenger logs/attendance at events IB training sign in sheets
Enhance facilities to accommodate IB program <ul style="list-style-type: none"> Provide additional FTE to accommodate increased ADA Continue to expand collaborative meetings for both departments and interdisciplinary teams Substitutes for collaborative meetings that focus on data analysis and improvement of instruction 	Facilities staff Principal/district Teaching staff Principal Principal	Collaborative planning meetings to support instruction Collaborative planning meetings to support instruction substitutes for collaborative planning	Title I: Assistance to Schools (Priority Schools) LCFF F/R Title I: Assistance to Schools (Priority Schools)	11269 8731 2500	All All All	District facilities department records Payroll records Payroll records Payroll records Payroll records

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.
SCHOOL GOAL #2:
Ensure consistent application of rigorous and engaging instructional practices, academic and behavioral expectations, and school-wide discipline strategies in all classrooms.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Test data from state wide assessments• Test data on the district data management program• California Academic Partnership Program (CAPP) documentation: student work samples, classroom observations, teacher annotations of unit plans, results from Common Formative Assessments (CFA)• Anecdotal information
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Students need more rigorous and engaging instruction• Student writing skills need improvement• Student critical thinking skills need improvement• Need for more effective classroom management strategies
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Data will be analyzed to make ongoing, informed decisions for instruction• Improvement of assessment scores• Collect and analyze student work samples• Peer review of successful teaching strategies• Comments/suggestions from California Academic Partnership Program (CAPP) Evaluators from UC Davis
Parent Engagement Activities Related to this Goal:
<ul style="list-style-type: none">• Parents are aware of and have the opportunity to learn about the IB philosophy• Parents have the opportunity to become knowledgeable about the program through outreach activities such as IB Information Night(s)

For Schools in Program Improvement: How does this goal address the school's program improvement issues?

- If our students in the various sub-groups meet their goals, the program was successful

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	
<ul style="list-style-type: none"> -Professional development for staff (required by Title I) -Common Planning Time (CPT) for all departments -Common Planning Time (CPT) for Inclusive Practices -Professional development (CLS-- California League of Schools conference) -Purchase technology to support IB and enhance technology in all classrooms -Technology training for staff to support IB -Repair/update existing technology (SMART boards, etc.) 	Principal	professional development	Title I: Assistance to Schools (Priority Schools)	7069	All	Attendance at professional development activities
	Principal/staff/math coach	purchase technology	LCFF F/R	10000	All	CPT logs
	Staff	repair of technology	LCFF F/R	2500	All	Conference registration
	Principal/CLS					
	Principal					
	Principal					Technology invoices
	Principal/staff					Proper functioning of repaired technology
<ul style="list-style-type: none"> -Support for the arts/music -Common planning time for math department 	Staff/outside contractors					Arts/music events and activities scheduled
	staff					CPT logs
	math coach					

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	
Technology to support student engagement in math.						Purchase logs
Provide additional FTE for strategic targeted intervention and tutoring to support EL students and low performing students (additional Partial FTE)	Principal	additional FTE	Title I: Assistance to Schools (Priority Schools)	25000	All	Payroll records
<ul style="list-style-type: none"> -Provide a .375 FTE School/Community liaison position Provide one additional day of counseling support (necessary for IB and high school expansion) -Provide a part time school nurse -Provide one period of Resource Teacher support for CELDT testing and EL support (required) -Provide supplemental materials to support ELL students 	Principal	.25 FTE school community liaison	LCFF F/R	14946	All	Payroll records
	Principal	One day additional counseling support	LCFF F/R	24028	All	Payroll records
	Principal	Nurse (.1 FTE)	Title I: Assistance to Schools (Priority Schools)	11861	All	Payroll records
	Principal	Nurse (.1 FTE)	LCFF F/R	11861	All	Payroll records
	Principal	Resource teacher	Title I: Assistance to Schools (Priority Schools)	12370	All	Payroll records
	Principal	Resource teacher	LCFF LEP	12370	All	Purchase invoices
	Principal	Supplies and materials to support English Language learners	LCFF LEP	537	All	Purchase invoices
	Principal	Supplemental instructional material	LCFF F/R	20592	All	Purchase invoices
Provide supplemental instructional materials and activities to support learning.						

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
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
SCHOOL GOAL #3:
Increase parent and community involvement and engagement throughout the school.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Attendance at school functions• Participation on committees• No PTSO in past 17 years• Limited community support
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Lack of parent engagement can affect student commitment to their education• Lack of parent engagement effects school climate• We need more involved parents• Need for more community and business support
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Track attendance at school functions such as Awards Assemblies, Back to School Night, Open House, and sporting events• Increased parental involvement on committees, SST meetings, parent conferences, and IEPs• Sign-in sheets, phone logs, etc...• Increased parental involvement in the functioning PTSO
Parent Engagement Activities Related to this Goal:
<ul style="list-style-type: none">• Anecdotal information• See above for examples of activities that parents can be involved in• First PTSO in 17 years
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

- Anecdotal information
- Improvement of student engagement
- Improvement of school climate

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	
<ul style="list-style-type: none"> -Parent participation on Site Council/ELAC -Promote development of PTSO -Outreach events for parents – Back to School Night, report card night, Open House, IB Information Night(s), parenting support classes/resources, etc. -Outreach events for community – to encourage sponsorships, support, and exposure -Automated phone messages and other outreach to families 	Principal/staff PTSO president Staff Principal/staff	parent outreach	LCFF LEP	150	All	Site council membership PTSO membership Attendance at events Infinite Campus messenger logs Infinite Campus messenger logs
<ul style="list-style-type: none"> -Improvement of school website -Joint activities with feeder elementary schools 	Site Instructional Coordinator Staff					Feedback from website users Calendar

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	92,658.00
LCFF LEP	13,057.00
Title I: Assistance to Schools (Priority Schools)	72,286.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,717.00
Goal 2	153,134.00
Goal 3	150.00

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 Minnick				X	
Charlie Watters	X				
Kevin Brown				X	
Shawn D'Alesandro		X			
Andrea Mahoney		X			
Yolanda Phillips			X		
Josephine Minnick					X
Marcia Gilroy-Taylor		X			
Elizabeth Laren				X	
Paul Phyfer (elected and then resigned)				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):

International Baccalaureate consultant and organization

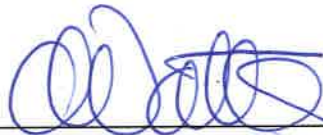
Signature

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 1-26-2015.

Attested:

Charlie Watters

Typed Name of School Principal



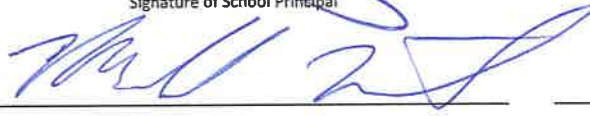
Signature of School Principal

1/28/15

Date

Michael Minnick

Typed Name of SSC Chairperson



Signature of SSC Chairperson

1/28/15

Date