

The Single Plan for Student Achievement

School: Leataata Floyd Elementary School
CDS Code: 34-67439-6034037
District: Sacramento City Unified School District
Principal: Eric Chapman
Revision Date: January 27, 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: Eric Chapman
Position: Principal
Phone Number: (916) 264-4175
Address: 401 McClatchy Way
Sacramento, CA 95818
E-mail Address: eric-chapman@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)

Vision:

The Leataata Floyd Elementary School staff and its stakeholders are striving to establish and maintain a culture on our campus where all students are encouraged and supported in striving for excellence academically, socially, and emotionally in a safe and nurturing atmosphere. Our goal is to work in partnership with our parents, community, and stakeholders to create an environment where students are empowered to discover their strengths and achieve their maximum potential. In so doing, we desire to be a staff that develops and presents a responsive curriculum wherein the necessary first instruction, enrichment, and interventional supports are embedded with purpose and care so that all students are readied for college and career.

Mision:

In order to bring such a vision into fruition, the staff of Leataata Elementary School and its stakeholders will commit themselves to work in a collegial and collaborative way to support student achievement. The instructional staff will focus on the research based forums for accelerated academic improvement: Project Based Learning, Balanced Literacy, Positive Behavior Intervention and Support, Culturally/Linguistically Responsive Teaching strategies, data analysis, Mindful practices, Restorative Justice Practices, Inclusive Practices, Social Emotional Learning, and common/ collaborative instructional planning. By focusing on these proven approaches and practicing them relentlessly, our service to students, parents, and community will result in the following: accelerate student academic achievement, reduction in the Achievement Gap, college and career readiness, and the realization of hopes and dreams. Once accomplished, our students will leave Leataata Floyd knowing what they want out of their experience in Sacramento City Unified School District, how to get help accomplishing their goals, and will have the skills and confidence to succeed.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	579	647	645
African American	582		
American Indian			
Asian	628		
Filipino			
Hispanic	555		
Pacific Islander	541		
Socioecon Disadvantaged	579		
English Learners	575		
Students w/ Disabilities	524		

*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	20			4	80	5
1					*****	***	*****	***			*****
2					2	29	3	43	2	29	7
3					4	44	2	22	3	33	9
4					3	75			1	25	4
5	1	20	1	20	2	40			1	20	5
6			1	25	2	50	1	25			4
Total	1	3	2	5	15	41	8	22	11	30	37

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	35	35	35	35	35
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	35	41	8		
# Met AMAO	17	6	--		
% Met AMAO	48.6%	14.6%	--		

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	32	32	32	32	32
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	32	32	6		
# Met AMAO	9	3	--		
% Met AMAO	28.1%	9.4%	--		

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	29	29	29	29	29
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	29	29	8		
# Met AMAO	--	--	--		
% Met AMAO	--	--	--		

*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	579		575		579			
	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)		15.80%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	93.79%							

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	13.8							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			4.7%					
	API	Maintain: ALL, EL, SES until API is revised	579		575		579			
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.

2014-15 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	\$70,128	0.00
LCFF LEP	\$7,834	0.00
LCFF F/R	\$87,892	-2,000.00
Title I: Assistance to Schools (Priority Schools)	\$247,390	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.
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 #1:
Design relevant and engaging learning opportunities that foster students' growth mindset, develop written and oral communication, require collaboration and the application of new learning learning, and supports goals embedded in students' individual learning plans.
Data Used to Form this Goal:
DataWise Inquiry Process, CCSS tasks, Project Based Learning presentations, Accelerated Reading, Guided Reading goals
Findings from the Analysis of this Data:
Academic conferences are needed each trimester to: design curriculum aligned to students' needs, the Common Core State Standards (CCSS), and Individual Learning Plans; Collaborative Planning Time must be utilized to foster teachers' reflection on teaching and learning and improve practice; Leveled Libraries need to be expanded and utilized on a daily basis to support Guided Reading, Literature Circles, after school support, and City Year lead BURST groups; staff require support in developing Units of Study aligned to CCSS and subsequent summative assessment
How the School will Evaluate the Progress of this Goal:
Utilization of the Data Wise process during collaborative meetings; Curriculum design during academic conferences; Development of formative assessments and academic tasks that reflect standards and instruction; Use of Instructional Rounds to support the calibration of practices
Parent Engagement Activities Related to this Goal:
Project Showcases, Family Teacher Academic Team meetings, Parent Conferences, Home Visits
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
This school's current student performance data, survey data, and Program Improvement status prove that our students are in need of a curriculum that provides them the access to effective first instruction, interventional support, and enrichment opportunities that are rigorous, culturally relevant, and specifically targeted to develop their academic, social, and emotional development Research proves that the design and implementation of a culturally responsive, targeted, and standards-based curriculum in accompaniment with Project Based Learning, Positive Behavior Intervention and Support, Social Emotional Learning, Balanced Literacy, and systematic instruction in phonics supports the following: authenticity and relevancy of learning, increased student engagement, reduction of achievement gaps, and readiness for career and college. If implemented with authentic care, evaluated regularly, and redesigned when necessary, our pedagogy and curriculum will increase student achievement and prepare students for future learning and personal growth.

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	
CCSS-Aligned Units of Study (Project Based Learning and Service Learning) in ELA and Mathematics	Site Principal	Professional Learning w/ Outside Service Provider	Title I Part A: Allocation	20000	All	<ul style="list-style-type: none"> DataWise Inquiry Model & Student Work Samples Individual Students Learning Plans
	Site Training Specialist	PBL Field Study Trips	LCFF F/R	11000	All	
	Instructional Support Staff	Administrator Costs (Principal)	Title I: Assistance to Schools (Priority Schools)	19077	All	
	Staff	Training Specialist	Title I: Assistance to Schools (Priority Schools)	120530	All	
	Conditions for Learning					
Professional Learning (site-based and district-based) and Academic Conferences for: <ul style="list-style-type: none"> Differentiated Instruction Student Engagement Inclusive Practices Culturally, Linguistically, and Responsive Pedagogy Balanced Literacy Project Based Learning Phonics and Vocabulary Development 	Site Principal	Instructional Materials	Title I: Assistance to Schools (Priority Schools)	514	All	<ul style="list-style-type: none"> DataWise Inquiry Model & Student Work Samples Individual Student Learning Plans
	Site Training Specialist	Leveled Books	LCFF F/R	7392	All	
	Conditions for Learning	Common Planning Time	N/A		All	
	Staff	Academic Conference	LCFF F/R	5000	All	
Language Arts and Math Intervention & EL Support	Site Principal	Resource Teacher	Title I: Assistance to Schools (Priority Schools)	102139	All	<ul style="list-style-type: none"> DataWise Inquiry Model & Student Work Samples
	Site Training Specialist	Resource Teacher	LCFF LEP	7161	EL	

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	
	Conditions for Learning Resource Teacher	Supplementary Materials	LCFF LEP	673	EL	<ul style="list-style-type: none"> Individual Student Learning Plans CELDT Data
Access to Quality Reading Materials and Technology	Site Principal Site Training Specialist Instructional Support Staff Staff	Library Media Tech Supplementary Technology (A.R. ST Math, I Ready)	Title I: Assistance to Schools (Priority Schools) Title I Part A: Allocation	5130 4226	All All	<ul style="list-style-type: none"> Leveled Reading Assessment Accelerated Reading Reports Formative Assessment Tasks

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.
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
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 #2:
Maintain a positive and safe school climate the builds students' social and emotions capacities, increases authentic student engagement and attendance, and engages families and communities as partners.
Data Used to Form this Goal:
Suspension reports; referrals to the site's Student Study Team; PBIS behavior referrals; surveys; classroom observations and intervention log; home visit logs; parent sign-in sheets for community events, parent conferences and Family Teacher Academic Team meetings
Findings from the Analysis of this Data:
Suspensions for unsafe behaviors persist; referrals for varying classroom and personal interventions persist at high levels; there is a reduction in the number of staff engaging parents in the home visit process; parent participation in parent conferences and Family Teacher Academic Teams meetings diminishes in intermediate grade levels.
How the School will Evaluate the Progress of this Goal:
Parent, student, and stakeholder surveys; attendance reports, home visit logs, sign-in sheets for parent engagement events and committee meetings, suspension reports, classroom observations, student and parent surveys, PBIS behavioral reports
Parent Engagement Activities Related to this Goal:
Site and district sponsored trainings for School Site Council, Parent Teacher Organization, ELAC, Home Visits, restorative practices,, Social Emotional Learning, Positive Behavior Intervention and Support, and site curriculum; continued utilization of the Family Teacher Academic Team process
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
Increased parent and student engagement, school attendance, and the development of a school culture that is safe and focused on academic achievement will be paramount for addressing issues associated with student achievement and the site's program improvement status. Considering the curricular and program shifts occurring at our school, staff will have to make considerable efforts in supporting how families and community partners access the academic and social services offered. Through the development and a common vision and application of the approaches staff and community partners are utilizing to effect student achievement and health, students and families will benefit greatly and thus address the issues surrounding program improvement.

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
Professional Development, Instructional Focus and Support for the following: <ul style="list-style-type: none"> • Second Step Curriculum • Positive Behavioral Interventions and Supports (PBIS) • Social Emotional Learning (SEL) • Inclusive Practices • Mindfulness • Student Study Team Referrals 	Site Principal Site Social Worker Site Training Specialist	Social Worker Social Worker	LCFF F/R Title I Part A: Allocation	65600 43751	All	<ul style="list-style-type: none"> • Student Behavioral Referrals and Data • Suspension Data • Student Achievement Data
Community and family engagement: <ul style="list-style-type: none"> • Second Step • Social Emotional Learning (SEL) • Family Teacher Academic Team (FTAT) • Project Based Learning (PBL) • Home Visits 	Site Principal Site Social Worker Site Training Specialist City Year Representative	Parent Training/FTAT/Conferences Parent Training/FTAT/Conferences	LCFF F/R Title I Part A: Allocation	900 2151	All	<ul style="list-style-type: none"> • Surveys • Feedback Forms • Home Visit Logs • FTAT and Attendance • Parent and Teacher Conference Attendance • Project Showcase Attendance

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
Attendance Action Plan developed in collaboration between the following: <ul style="list-style-type: none"> • City Year • Boys and Girls Club • Roberts Family Development Center • Staff representatives • Community Partners • Representatives from: Student Hearing and Placement Office & Student Support and Health Services, and Youth Services 	City Year Boys and Girls Club Staff Site Principal Community and School District Partners	Collaborative Meetings	N/A		All	Attendance Data Student Performance Data

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	89,892.00
LCFF LEP	7,834.00
Title I Part A: Allocation	70,128.00
Title I: Assistance to Schools (Priority Schools)	247,390.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	302,842.00
Goal 2	112,402.00

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
Mina Jekkein				X	
Kristin Rand				X	
Alicia Daniels Dove				X	
Sarah Silby				X	
Kevin Lamont Wiley Jr.				X	
Eric Chapman	X				
Sam Floyd			X		
Michelle Blanton			X		
Yee Vang		X			
Staci Powell		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 2/3/2015.

Attested:

Eric Chapman

Typed Name of School Principal

Signature of School Principal

Date

Kevin Lamont Wiley Jr.

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:

Sacramento City Unified School District
School Development and Improvement Plan 2014-15
Recommendations and Assurances



School Sacramento New
 Technology High School

The School Site Council (SSC) recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

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

- English Learner Advisory Committee (ELAC)
- Community Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- Other (list)

4. This School Development and Improvement Plan is based upon 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
5. This School Development and Improvement Plan was adopted by the Schoolsite Council on: May 21, 2014

Attested: Eric Chapman		Date 5/21/14
Typed Name of School Principal Jennifer Mojonnier		Date 5-21-14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Sacramento City Unified School District
School Development and Improvement Plan 2014-15
Programs and Funding Resources

School: Sacramento New Technology High School

Programs and Resources included in the School Development and Improvement Plan:

- Title I (Schoolwide Program) (including carryover) QEIA (Quality Education Investment Act)
- Title I (Targeted Assistance) (including carryover) Art, Music and PE Grant (Carryover)
- Local Control Funding Formula (LCFF) – Free & Reduced Arts & Music Grant (Carryover)
- Local Control Funding Formula (LCFF) – English Learner Other Grants:
- Program Improvement (PI) Other Grants:
- Discretionary Block Grant (Carryover) Other Grants:

This School Development and Improvement Plan has been reviewed and approved by the school staff and the Schoolsite Council (SSC). It will be submitted to the SCUSD Board of Education for approval and implementation in the 2014-15 school year.

Jenifer Mojonnier	_____	_____
SSC Chairperson's Name Typed	_____	_____
Rosie Gonzales	_____	_____
ELAC Chairperson's Name Typed	_____	_____
Eric Chapman	_____	_____
Principal's Name Typed	_____	_____

5-21-14	_____
Date	_____
5/21/14	_____
Date	_____
5/21/14	_____
Date	_____

	_____
SSC Chairperson's Signature	_____
	_____
ELAC Chairperson's Signature	_____
Principal's Signature	_____