

The Single Plan for Student Achievement

School: Martin Luther King Jr. K-8 School
CDS Code: 34-67439-6107239
District: Sacramento City Unified School District
Principal: Denise Lee
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:

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Position: Principal
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Sacramento, CA 95831
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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)

Located in the Pocket-Greenhaven area of South Sacramento, Martin Luther King, Jr. K-8 School offers parents and students the opportunity to complete middle school in an environment that maintains the connectedness established in grade school.

In addition to a strong academic program stressing reading, writing, and mathematics, students participate in art, physical education, vocal music, leadership, media, legos, robotics and much more. Over 200 computers allow students and staff the opportunity to access technology in every classroom as well as in a laboratory environment. Teachers are equipped with latest technology to utilize all of the components of our math, science and social science adoptions, as well as implementation of Common Core State Standards. Each classroom is equipped with a document viewer, LCD projector, and laptop as essential teaching tools connected to the internet. English Learners receive support in learning English through pull out and ELD instruction. Martin Luther King, Jr. K-8 School offers five different special education models to meet the needs of our students with IEPs including autism classes as well as two specific SDC classes. Students from pre-school through 8th grade receive speech services five days a week. Our school psychologist is on site two days a week. Additionally, GATE students are enrolled in GATE Cluster classrooms with staff who are fully trained and/or certified GATE instructors.

Parents may also select from a menu of optional extended day programs for their children. Courses in instrumental music, piano, art, science, and athletics allow students to enrich their lives and expand their knowledge. Teachers also arrange opportunities for students to receive extra help in reading and math before or after school and during breaks.

A fee-based, district-sponsored day care program is also available to parents whose children attend K-6 classes at MLK. In addition, several family nights are offered throughout the school year including Common Core State Standards Workshops, an Ice Cream Social, Chili Cook-off, Family Movie Night, and a Spring Social as well as an evening for parents to view the annual Science Fair.

Parents play a key role at MLK. In addition to participation in an active PTA, the School Site Council (School Improvement Program), the English Learner Advisory Committee, the School Advisory Committee, and the GATE Parent Advisory Committee, parents can be seen daily working in classrooms, in the workroom, or on the yard. The PTA also holds fundraisers, which help support classroom and school needs and provide special opportunities for students. Many parents volunteer hundreds of hours a year to help make school activities successful.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	751	751	751
African American	740		
American Indian			
Asian	832		
Filipino			
Hispanic	699		
Pacific Islander			
White	786		
Socioecon Disadvantaged	721		
English Learners	713		
Students w/ Disabilities	633		

*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			1	14	2	29	2	29	2	29	7
2			1	11	3	33	3	33	2	22	9
3			2	15	3	23	1	8	7	54	13
4			5	50	2	20			3	30	10
5			4	40	3	30	2	20	1	10	10
6			2	18	4	36	2	18	3	27	11
7	1	14	5	71					1	14	7
8			*****	***							*****
Total	1	1	24	33	17	23	12	16	19	26	73

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	76	76	76	76	76
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	76	64	25		
# Met AMAO	52	24	--		
% Met AMAO	68.4%	37.5%	--		

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	65	65	65	65	65
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	65	51	22		
# Met AMAO	31	17	--		
% Met AMAO	47.7%	33.3%	--		

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	66	66	66	66	66
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	66	44	27		
# Met AMAO	28	8	--		
% Met AMAO	42.4%	18.2%	--		

*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	751		713		721			
	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)		12.10%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	94.69%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%	0%							
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	4.348							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			16.7%					
	API	Maintain: ALL, EL, SES until API is revised	751		713		721			
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	69,050	0.00
LCFF LEP	13,709	0.00
LCFF F/R	88,509	0.00

Planned Improvements in Student Performance

School Goal #1

District/LCAP GOAL:
Action 1.1 : Provide standards aligned curriculum
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:
Provide our students with quality instruction that is targeted in improving academic achievement for all students across all subjects with an emphasis on English Language Arts and Math that is clearly aligned with Common Core Standards.
Data Used to Form this Goal:
i-Ready diagnostics for both ELA and Math, intervention data, weekly assessments, and observational data
Findings from the Analysis of this Data:
There is a need to continue to work on the implementation of the common core standards. Time for planning to develop high quality lessons, discuss student work and develop action plans.
How the School will Evaluate the Progress of this Goal:
We will continue to monitor student progress utilizing a variety of resources: site assessments, i-Ready
Parent Engagement Activities Related to this Goal:
There is a need to engage parents to ensure students attend school, are prepared for instruction, monitor progress and provide academic support at home.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
To ensure that all students are meeting state requirements and are fully prepared for high school.

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	
Staff development and teacher release time for planning/training on best practices, pedagogy and curriculum	Principal Staff District Training Sp	Common Assessments	Title I Part A: Allocation	9,507	All	CPT Logs, Review of Student Work. Curriculum Embedded Assessments.
		Transition to Common Core			All	
		Best Instructional Practices			All	
Fund Library Services Para Professional to support literacy achievement for all students.	Principal	Literacy	LCFF F/R	5,000	All	Library schedule Sign-in sheets Requisitions Principal observations student surveys and staff feedback.
Push-in/Pull-out program for targeted instruction for struggling students. 4 days per week for a total of 15 hours per week, per teacher associate.	Principal Instructional Aides	Literacy	Title I Part A: Allocation	38,764	All	Reviews of student work. Curriculum embedded assessments.
Tutoring center to address a systemic process of addressing student needs in a tier 3 setting; including homework club and academic support for EL learners.	Bi-Lingual Aide Grade level teachers	Increased Support and Intervention	LCFF F/R	4,000	EL	Trimester and semester grades
Provide prevention/intervention resources, materials, tools, curriculum and personnel.	ASES Support Staff, Grade level teachers and staff	Star Reader Program	LCFF F/R	5,015	All	Review of diagnostic and curriculum embedded assessments
Expanded learning opportunities during and after school STEM.	Denise Watts	Robotics and Lego Club	LCFF F/R	3,500	All	Sign-in sheets Review of student work

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	
i-Ready targeted assistance program for all students K-8	Principal Teachers Instructional Aides	Intervention for Reading and math	LCFF F/R	14,900	All	Curriculum embedded assessments
Supplemental supplies to support and enhance curriculum and pedagogy	Principal Teachers	Supplies and curriculum	LCFF F/R	11,843	All	Student Work and Report Cards

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
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.
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:
Implement targeted instruction and learning opportunities for all students that are not demonstrating proficiency on formative assessments. Develop a comprehensive plan to address all facets of our RTI model. Provide our students with a learning environment that is conducive for, learning that address all students social emotional needs with a wide range of interventions and programs.
Data Used to Form this Goal:
CST Science data, staff and parent surveys, I-Ready diagnostic data, weekly assessment, parent, student and staff interviews.
Findings from the Analysis of this Data:
We need to provide additional support for all student with math and science.
How the School will Evaluate the Progress of this Goal:
School, District and State summative data, student work samples, feedback from Math Leadership team, observational data-----
Parent Engagement Activities Related to this Goal:
District and school Parent I, Site council opportunities, Informal gatherings,
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
To ensure that all students are meeting state requirements and are fully prepared for high school.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Students and staff will attend enrichment activities to support and supplement the core curriculum. These activities will include field trips, service learning opportunities and key curriculum- related events, including but not limited to Pennies for Patients and student achievement awards and assemblies.	Principal Teachers Instructional Aides	Engagement	LCFF F/R	501	All	Performance of students receiving awards. Student & Parent participation
Continue the PD plan to support our GATE cluster program.	Kari Smith					Articulate a clear vision for staff, parents and students
Spanish Bilingual Instructional Aide to provide appropriate, relevant, and effective ELD instruction and assessments under leadership of classroom teachers.	Principal Teachers	Intervention Intervention	LCFF LEP LCFF F/R	13,571 1,143	EL EL	Review of student work. All student will increase one CEDLT level.
Continued use of i-Ready for intervention to aide in increasing student engagement and differentiation.	Principal All Teacher ASES Staff Parents	Intervention	LCFF F/R	14,900.	All	All students increase one performance level by the end of the year.
Music and Literacy Integration at the Middle Level: <ul style="list-style-type: none"> Integrate the Common Core State Standards for Literacy in Technical Subjects (Music) Engage students with reading a variety of complex texts related to music. Respond to music orally and in writing 	Music Teacher	Engagement Enrichment	Title I Part A: Allocation	19,879	All	Examination of student work. Teacher feedback.
Supplemental instruction with technology and STEM subjects.	Denise Watts	Enrichment and engagement in STEM	LCFF F/R	14,364	All	Science Fair projects, and increased times with word processing.

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	
Supplemental supplies to support and enhance curriculum and pedagogy	Principal Teachers	Supplies and Curriculum	LCFF F/R	8,843	All	Student work and report cards

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.
SCHOOL GOAL #3:
Improve communication and participation with all Stakeholders to increase student achievement and family engagement. Implement authentic engagement opportunities for parents to help make them partners in their child's education and improve overall quality experience for students.
Data Used to Form this Goal:
Parent surveys, parent conference attendance, parent nights attendance, volunteer and participation rates.
Findings from the Analysis of this Data:
There is a need to increase parent communication and involvement with all of our families.
How the School will Evaluate the Progress of this Goal:
Increase in parent participation and volunteerism
Parent Engagement Activities Related to this Goal:
District an School Informational notices and fliers, School Site Council Meeting, Parent Teacher Association, Informal gatherings
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
Parents will need to be informed on the transformations in teaching and learning. They will need resources to support their students at home with the instructional focus throughout the school year. Translations will need to be clear and language appropriate for parents as we shift our instructional practices.

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	
Organize, implement, and sustain a community/parent resource center. To provide related resources to support collaborative meetings.	Principal Parents	Parent Involvement	LCFF F/R	1,500	All	Monitor parent and staff attendance at meetings. Parent surveys
Utilize parent forums, workshops, meetings to keep stakeholders informed and part of the decision making process. School meetings and events will be communicated to parents through: Monthly newsletters & fliers. Printing costs will cover written materials	Principal Parents Teachers	Parent Involvement	Title I Part A: Allocation	800	All	Monitor parent and staff attendance at events and meetings.
Translation services, food and childcare will be provided at school event and meetings.	Bi-Lingual Aide District Interpreters Volunteers	Parent involvement	Title I Part A: Allocation LCFF LEP	100 138	All All	Monitor parent and staff attendance at events and meetings.
Supplemental supplies to support and enhance curriculum and pedagogy	Principal Teachers	Supplies and Curriculum	LCFF F/R	3,000	All	Student work and report cards

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	88,509.00
LCFF LEP	13,709.00
Title I Part A: Allocation	69,050.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	92,529.00
Goal 2	73,201.00
Goal 3	5,538.00

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
Denise Lee	X				
Francesca Schomberg		X			
Julie Brenneise		X			
Keilah Woodard				X	
Jennifer Baez				X	
Josh Yang			X		
Eighth Grade President					X
Trinette Rawlins				X	
Hollis Hepper		X			
Minerva Daniel		X			
Gladys Moreno-Marshall				X	
Zhiming Yin				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:

Denise Lee

Typed Name of School Principal

Denise Lee

Signature of School Principal

2-11-15

Date

Josh Yang

Typed Name of SSC Chairperson

J. Yang

Signature of SSC Chairperson

2-11-15

Date