Single Plan for Student Achievement
2014-15 to 2018-19

School: St. HOPE Public School 7 (PS7)

District: St. HOPE Public Schools

CDS Code: 34-67439-0101048

Principal: Erin Marston (TK-5th), Kari Wehrly (6-8th)

Date of this revision: October 2015

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Table of Contents

School Profile

St. HOPE Public Schools

St. HOPE began as an afterschool program (named St. HOPE Academy) in a portable classroom at Sacramento High School in 1989. In 2003, St. HOPE Academy expanded its educational focus and impact, opening St. HOPE Public Schools. St. HOPE Public Schools (SHPS) is a college preparatory, pre-K-12 independent charter school system that provides high-quality education to over 1,600 students. SHPS schools include Triumph Center for Early Childhood Education, Public School 7 - PS7 (TK-8 elementary), Oak Park Prep Academy (7 – 8 middle school) and Sacramento Charter High School (9-12 grade).

Since opening, SHPS schools have significantly raised student achievement and college going-rates. PS7 is recognized as one of the top performing elementary – middle schools in the state, having eliminated the achievement gap (63% of students are at or above grade level in English language arts and 72% in math). PS7 was named charter school of the year in 2012 by the CA Charter Schools Association, was a National Blue Ribbon School nominee in 2011 and recognized by the CA Department of Education as a Distinguished School in 2010. Sac High has also shown significant gains, most notably with 95% of graduates meeting "A-G" university entrance requirements and 90% being accepted to a four-year college in 2014.

Focused on empowering students to obtain a four-year college degree and serve as leaders in their communities, SHPS students have longer school days, face demanding academic standards, begin exploring post-secondary options in kindergarten and perform 40 hours of service yearly when they reach high school.

Vision
To create one of the finest urban Pre-K through 12 public school systems in America.

Mission
To graduate self-motivated, industrious, critically thinking leaders who are committed to serving others, passionate about life-long learning and prepared to earn a degree from a four-year college.

Five Pillars
Underlying the vision and mission are the principles guiding the day-to-day instruction at Sac High, referred to as the 5 Pillars:

1. **High Expectations**
   St. HOPE Public Schools has high expectations for academic achievement and conduct that are clearly defined, measurable, and make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

2. **Choice and Commitment**
   Students, their parents, and the staff of St. HOPE Public Schools choose to participate in the program. No one is assigned or forced to attend. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

3. **More Time**
   St. HOPE Public Schools knows that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that prepare them for

competitive colleges, as well as more opportunities to engage in diverse extracurricular experiences.

4. **Focus on Results**

   St. HOPE Public Schools focuses relentlessly on high student performance through standardized tests and other objective measures. Just as there are no shortcuts, there are not exceptions. Students are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.

5. **Power to Lead**

   St. HOPE Public Schools and PS7 train all students to become leaders and model leadership qualities through all staff members. Principals are given independent control of staffing and budget decisions. In addition to Principals, staff members who demonstrate necessary leadership potential are given responsibility extending beyond a single classroom. Most importantly, students are given leadership development training and opportunities to practice leadership skills on a daily basis inside and outside of the classroom.

A Board of Directors provides oversight to the schools. The system is led by a superintendent and a small staff team that provides centralized support to the schools including financial services and budget, human resources, data and evaluation and fundraising.

School Community

St. Hope Public School 7(PS7) is a TK-8, modified year-round charter school authorized by Sacramento City Unified School District in 2002 and received a second five-year renewal in 2012. PS7 currently serves students on two campuses in the Oak Park neighborhood of Sacramento: grades TK-5 at 5201 Strawberry Lane and grades 6-8 on the campus of Sacramento Charter High School at 2315 34th Street.

There were 610 students enrolled at PS7 during the 2013-14 school year. Approximately 50% of the students at PS7 come from the immediate geographic area surrounding the school. Approximately 78% of PS7 students are eligible for free or reduced-price meals as a part of the National School Lunch Program. The PS7 student population is inclusive of students with a wide range of talents and abilities. PS7 also provides Special Education services, and offers an English Language Development Program to students whose native language is one other than English. The two charts that follow provide four years of demographic data.

Demographics				
Race/Ethnicity	2012-13	2013-14	2014-15	2015-16
African American	73%	69%	73%	64%
American Indian	1%	1%	1%	1%
Asian	2%	4%	2%	3%
Filipino	0	0	0	<1%
Latino	16%	18%	16%	18%
Pacific Islander	0	1%	0	1%
White	3%	3%	3%	3%
2 or More Races	5%	5%	5%	5%
Other Demographics				
SED (FRPL)	75%	78%	81%	85%
Special Education	8.6%	10.8%	11.3%	13.5%
English Learners	3.2%	3.3%	3.3%	3.3%
Foster Youth	NA	5 (<.0%)	8 (<.0%)	6 (<.0%)

Public School 7 (PS7) is committed to providing students the skills and training necessary to become contributing members of their school, family, and community. PS7 is a learning environment where students, faculty and parents embrace a standard of excellence in academic achievement, ethics, and citizenship. Students participate in a college preparatory program with low student-teacher ratios during an extended instructional schedule. PS7 students will be well-prepared for high school, higher education, employment and acceptance of their rights and responsibilities as citizens in a democratic society.

Academic performance results indicate that PS7's students are achieving the established goals and have established the school as one of the top in California. PS7 has maintained an API over 800 since 2008 and has also met API growth targets school-wide and in all sub-groups for five consecutive years. The school has a statewide ranking of 9 out of 10 and a similar schools rank of 10 out of 10. In 2013, 63% of all PS7 students were proficient or advanced in English Language Arts and 72% in math. This is well above the average of 49% proficiency in English and 57% proficiency in math for students in the district where PS7 resides (Sacramento City Unified).

PS7's most lauded accomplishment, however, is the elimination of the achievement gap. PS7 serves a traditionally disadvantaged population of students who have struggled to achieve academically and who have often been denied quality educational options. Specifically, 93% of PS7 students are African American and Latino; more than 75% live in low-income households. All subgroups of students at PS7 are exceeding the state's minimum expectation of 800 API and performing 40 – 50 points above state subgroup averages.

PS7 has also been recognized as a model statewide for schools seeking to increase student achievement through improved classroom practices and instruction. Specifically, PS7 was named Charter School of the Year by the California Charter Schools Association in 2012, the only National Blue Ribbon School nominee in Sacramento County in 2010-11, and recognized by the California Department of Education as a California Distinguished School in 2010. Additionally, PS7 has earned multiple Title I Academic Achievement Awards (2008-09, 2009-10 and 2010-11) and was designated a California Business for Education Excellence Honor Roll Star School for the last six years.

Needs Assessment

In the spring of 2014, St. HOPE Public Schools conducted a system-wide needs assessment that included a comprehensive data and instructional program review by school site. State and local data was collected and analyzed for each of the nine priority areas identified by the state of California, with an emphasis on academic achievement measures. A variety of data sources were accessed including: AYP, API and CELDT reports and staff, faculty, student and parent surveys. The information was reviewed by each of the school's School Site Councils, administrative and staff teams and student focus groups. Four themes emerged as areas for growth: (1) college readiness; (2) student engagement; (3) school safety, facilities and culture; and (4) parent engagement. These themes led to the system-wide goals highlighted in the next section. A summary of the needs assessment results for PS7 is provided below. The section concludes with a summary of key school-specific areas for improvement.

Enrollment
PS7 has grown from a K-4 school in 2003 with 181 students to a TK-8 school serving over 600 students. Enrollment has increased by over 200 students since the 2011-12 school year. The chart below shows CBEDs enrollment for the last four years and beginning of the year enrollment for the 2014-15 school year. PS7 consistently has a waitlist for enrollment for most grade levels at any given time.

Enrollment

Grade	2011-12	2012-13	2013-14	2014-15	2014-15
TK	NA	NA	NA	NA	15
K	48	47	51	46	52
1	56	54	55	54	56
2	49	53	57	49	56
3	54	52	55	52	56
4	52	55	57	43	56
5	52	55	57	41	56
6	57	101	112	106	110
7	74	83	96	103	75
8	45	72	70	85	75
Total	487	570	610	579	607

Student Outcomes (Student Achievement)

As summarized previously, PS7 has steadily improved student performance since opening. While the school has maintained an Academic Performance Index (API) of well above 800 (the state target) since 2007-08, API has decreased over the last few years. Similarly, PS7 met AYP targets up until the last two years. In 2012-13, PS7 earned Program Improvement status. Due to the change in California's accountability system, the state will not be issuing API scores in 2013-14 or 2014-15 as schools transition to the new Common Core standards and Smarter Balanced assessments. Additionally, California received a waiver for elementary and middle schools that allows the state not to make new AYP determinations in 2013-14. As such, PS7 maintains its current AYP and remains in PI Year 1.

	API			Rank		AYP		
Year	Schoolwide	African American	SES Disadvantaged	State Rank	Similar Schools Rank	Schoolwide	African American	SES Disadvantaged
03-04	638	634	623	na	na	Y	Y	Y
04-05	737	739	728	2	5	Y	Y	Y
05-06	746	749	757	5	8	Y	Y	Y
06-07	749	745	720	5	9	Y	Y	Y
07-08	802	802	786	7	10	Y	Y	Y
08-09	873	876	865	9	10	Y	Y	Y
09-10	913	908	900	10	10	Y	Y	Y
10-11	911	911	907	10	10	Y	Y	Y
11-12	891	892	883	9	10	N	N	N
12-13	856	852	883	9	10	N	N	N
13-14	NA	NA	NA	NA	NA	N	N	N

PS7 has a statewide rank of 9 out of 10 and when compared to schools who serve similar populations a 10 out of 10.

	ELA			Math		
Year	Schoolwide	African American	SES Disadvantaged	Schoolwide	African American	SES Disadvantaged
09-10	74%	73%	70%	88%	87%	85%
10-11	77%	78%	75%	85%	85%	87%
11-12	76%	76%	73%	73%	73%	71%
12-13	62%	62%	58%	72%	72%	70%

On average, 3-4% of PS7 students are English Language Learners. The chart below shows CEDLT results for the last three years. The data shows an increase in the percentage of students earning redesignation as Fluent English Proficient.

CEDLT	2011-12	2012-13	2013-14	2014-15	2015-16
Advanced	NA	17% (4)	13% (2)	12% (2)	4% (1)
Early Advanced	NA	43% (10)	56% (9)	53% (9)	58% (14)
Intermediate	NA	30% (7)	25% (4)	24% (4)	29% (7)
Early Intermediate	NA	4% (1)	6% (1)	12% (2)	8% (2)
Beginning	NA	4% (1)	0%	0%	0%
Fluent English Prof	*.4% (2)*	*1.6% (9)*	*2.5% (15)*	*2.4% (15)*	
Redesignated FEP	*0*	*20% (4)*	*11.1% (2)*	*17.9% (5)*	

Staffing

PS7's teaching corps and staff have steadily grown since opening. In 2015-16, the team included two principals, 23 (15 @ PS7E) teachers and 20 additional staff members (12 @ PS7E) all focused on student success. Teachers are central to ensuring a high quality instructional program and student success. The chart below summarizes teacher credentialing and high quality status as defined by No Child Left Behind (NCLB).

Teachers	2011-12	2012-13	2013-14	2014-15	2015-16
Credentialed	-	97%(33/34)	85%(29/34)	94%(30/32)	91%(29/32)
NCLB HQ	-	91%(31/34)	91%(31/34)	91%(29/32)	69%(22/32)
NCLB Compliant	84%(21/25)	88%(30/34)	91%(31/34)	91%(29/32)	69%(22/32)

As part of staffing discussions, the professional development quality, frequency and focus was also assessed. Staff survey results showed only 72% of the staff found summer professional development useful in 2015-16 and 60% rated professional development days during the school year as useful.

School Climate

School culture and facilities have a direct impact on student outcomes. To assess school climate, PS7 reviewed a number of indicators including discipline and survey results related to safety and cleanliness.

Discipline	2011-12	2012-13	2013-14	2014-15	2015-16
Suspensions	39	93	179	183	92
Suspension Rate	7.3%	13.8%	13.4%	30.8%	15.5%
Expulsions	1	0	0	0	0
Expulsion Rate	.2%	0	0	0	0
Truancy	364	NA	NA	NA	2
Truancy Rate	68%	NA	NA	NA	(<.0%)

While survey results showed a culture of high expectations and achievement at PS7, survey data also showed room for improvement in the areas of safety (59% of students reported feeling safe and 73% of teacher believe students are safe) and cleanliness, with only 59% of students reporting they felt the school was clean.

Student Engagement

PS7 considered many factors when assessing student engagement levels, with attendance and student retention two key data points. PS7 maintained an ADA of 95% during the 2014-15 school year. Student retention from 2014-15 to the 2015-16 school year was 92.6%.

Information on service project, field lesson and extracurricular activities opportunities and participation rates was also reviewed (59% of students rated service and field trips highly). There is agreement that a better system for tracking participation needs to be developed and more data gathered in future years. Student survey results showed that 54% of students felt their accomplishments at school are recognized and 55% felt like their school offers good after-school and extracurricular options.

Parent Involvement

Parent communication, empowerment and involvement are the foundation for successful students. PS7 employs a number of strategies to invest parents in student and overall school success as well as monitor satisfaction throughout the school year. In addition to more traditional involvement and communications strategies, including a School Site Council, student-parent handbook, student-led parent-teacher conferences and monthly newsletters, PS7 has implemented a number of additional avenues for parents to engage in their child's education including: a Commitment to Excellence contract, parent service hours, a parent liaison, a parent center and an online system for monitoring students' attendance, homework and grades.

PS7 surveys parents semi-annually during the academic year. The survey asks parents to rate their satisfaction in areas such as school culture, academic expectations and the educational program, communications, and teacher-parent relations. PS7 also seeks out parents for one-on-one and small group meetings to find solutions to issues. Survey response rates range from 30%- 60% over the last few years. In the 2015-16 school year 88% of parents completed the Fall survey. The Motherhood and Fatherhood Groups were highlighted as areas needing improvement, particularly related to communications.

Growth Areas

Based on the needs assessment, a number of growth areas have been identified. These growth areas informed the updating of school goals and implementation strategies.

Instructional Program
- A plan and resources for transitioning to the Common Core State Standards that incorporates addresses assessments, curriculum, instructional materials and professional development;
- Individual and group professional development and coaching opportunities that are differentiated based on teacher, administrator and staff needs including differentiated instructional strategies and effective, data-based instructional delivery;
- Maintain and expand extended learning opportunities (after school, intersession and summer) targeting lowest performing students;
- Improved process for recruiting, selecting, retaining, and maintaining the status of HQT, including a process and timeline for completion of requirements if mis-assigned and/or brining non-HQT teacher to HQT status.

Student Engagement
- Increased student retention from year to year;
- Expanded extracurricular and enrichment activities;
- More assemblies and ways to recognize and reward students

School Climate
- Increased socio-emotional, health and wellness support services and resources for students such as counselors, Second Step curriculum, Restorative Justice, Community Circles and community partnerships;

- Consistent teaching and reinforcement of school culture (continue activities that focus on positive behavior, academic performance and attendance);
- Ongoing training for staff in assertive discipline, classroom management and gang awareness;
- Curriculum, programs and/or assemblies relating to the prevention of risk behavior (e.g. character development, bullying prevention, and drug-free/tobacco free program) on site.

Parent Involvement
- Improved communication between staff and families;
- Increased opportunities for parents to participate in site activities and training on how to place an active role in their child's education; and
- Revitalization of motherhood and fatherhood groups (Parent Village).

PI Year 1 Restructuring Plan
As highlighted under student achievement, PS7 was placed in Program Improvement (PI) under the federal No Child Left Behind Act of 2001 after two consecutive years (2011-12 and 2012-13) of not making adequate yearly progress (AYP). Due to changes in the state accountability system and the transition from STAR/CST to the Smarter Balance assessment, the criteria used to evaluation PI status was not applicable for the 2012-15 school year. As such, PS7 maintains its current PI Year 1 status and will continue to implement the associated requirements and incorporate the following into the school plan:

- Notify all parents of PI Year 1 status through multiple means (e.g. letter home, internet);
- Offer Public School Choice to all students;
- Set aside funds from Title I allocation as designated:
  - 10% for high quality professional development for all staff;
- Implementation of strategies, policies and practices that utilize scientifically-based research and have the greatest likelihood of ensuring that all groups of students will meet the state's achievement goals;
- Provision of high quality professional development for staff on the new Common Core standards as well as instructional strategies and curriculum;
- Addition of administrative positions to include instructional coaches who will work directly with teachers;
- Use of a comprehensive teacher evaluation system to ensure high quality teachers in every classroom;
- Strategies to increase non-academic services to students (e.g. mental health and behavior); and
- Strategies to promote effective parent involvement in the school.

The Plan: Goals & Strategies

As a result of the comprehensive needs assessment conducted in the spring of 2014, St. HOPE Public Schools identified four system-wide goals.

Goal 1
Ensure all students graduate prepared to attend and succeed at a four-year college/university

Goal 2
Ensure all students are educated in learning environments that are clean, healthy and safe

Goal 3
Empower parents and family to become more actively engaged in supporting their children's education

Goal 4
Build a high performing organization that is financially sustainable and recognized as a leader in public education locally and statewide

Based on these goals, each of the sites identified school goals and metrics. The sites then mapped out the key strategies and actions that needed to be implemented in order to attain the desired outcomes. These goals along with the related strategies, actions along and expenditures (school-specific and centralized) are summarized in Form A/B, which follows.

Form A/B: Planned Improvements in Student Performance Including Centralized Services

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures (school-specific and centralized) to raise the academic performance of students. It is important to note that CA adopted a new accountability system in October 2013 – California Assessment of Student Performance and Progress (CAASPP) – which replaces STAR. The new Smarter Balanced assessment for ELA and math is aligned with the Common Core State Standards. The law prohibits comparing ELA and math STAR results with CAASPP results as the standards are different. This means that new baseline data will need to be established when results become available in 2014-15.   Hence, the goals and metrics presented will be updated to include more specificity as student performance information becomes available.

SYSTEM-WIDE GOAL 1: Ensure all students graduate prepared to attend and succeed at a four-year college/university		
SCHOOL GOAL 1: Demonstrate an increase of students, including all subgroups, who score advanced (or CAASPP equivalent) or move up one performance level from previous year in ELA and math.		
What data did you use to form this goal? CST (past data on former content standards) CAASPP (baseline data will be gathered in 2014-15) API & AYP	**What were the findings from the analysis of this data?** While PS7 students score well above the district, state and county averages, the school has seen a decrease in the percentage of students proficient over the last two years. This has led to a drop in API, not meeting AYP and classification as a PI school.	**How will the school evaluate the progress of this goal?** PS7 will establish baseline data in 2014-15 when results from the SMART Balance assessment are available. Specific yearly school wide and subgroup targets will be established once baseline data is reviewed.

Strategies - Actions	Person(s) Responsible	Related School Expenditures	Related Centralized Expenditures	Estimated Cost	Funding Source
1.1 Provide CCSS-aligned curriculum, assessments and high quality instruction. • Create & utilize CCSS aligned benchmark assessments • Assess curriculum, identify gaps & develop/order new curriculum as needed • Assess instructional materials, identify gaps, order new materials as needed (e.g. leveled/guided reading library, textbooks) • Implement RTI[2] • Implement a writing rubric to vertically align what grade level writing looks like • Increase access to technology and usage to enhance teaching & learning	Co-Principals Teachers Data/Assessment Crd	Curriculum Materials Software Hardware		$11,220	Title I General Fund

Strategies - Actions	Person(s) Responsible	Related School Expenditures	Related Centralized Expenditures	Estimated Cost	Funding Source
1.2 Strengthen infrastructure for ongoing analysis of student performance and progress. • Create CCSS aligned benchmark assessment and purchase item banks as they become available • Implement reading assessment program most appropriate to each grade level (e.g. STEP, F&P, STAR Readiness) • Set ambitious, feasible goals for student achievement and school culture • Track and reflect on student achievement data quarterly, at minimum, to determine areas of growth and establish concrete next steps around those focus areas • Create writing prompts & rubrics, and reading screeners per grade level	Co-Principals Teachers Data/Assessment Crd.	Item Bank Assessment Materials	Data/Assess Crd.		General Fund
1.3 Expand opportunities for students to receive academic support and become more interested in school and learning including targeted services to lowest-performing student groups, enrichment, after school programming and college exploration (PI). • Select and implement school-wide reading intervention program • Define and implement community service project, Expand and refine tutoring, mentoring & intersession programs • An art teacher for grades 6-8 • Increase opportunities to recognize and reward students • Conduct new student and family orientations • Offer additional standards-based field lessons and connections to the community (e.g. Exploratorium, Lawrence Hall, community) • Offer additional services to homeless youth • Hire Technology Teacher (K-5) • Hire an RTI Teacher (6-8) • Student Clubs (6-8) • Basketball Team (6-8) • Hire a STEP Teacher (2-5)	Co-Principals Homeless Liaison RTI Teacher STEP Coach Technology Teacher Art Teacher	Reading Program Before, after & intersession programs Art Teacher Homeless assistance Technology Teacher RTI Teacher STEP Coach	Homeless Liaison	$ 25,000	Title I

Strategies - Actions	Person(s) Responsible	Related School Expenditures	Related Centralized Expenditures	Estimated Cost	Funding Source

1.4 Monitor Title 1 program effectiveness • Administration of Title 1 program for compliance (including target populations such as foster youth, homeless youth, ELL, and general administration)	SHPS		Title I Monitoring Indirect Costs	$10,188	Title I

SYSTEM-WIDE GOAL 1: Ensure all students graduate prepared to attend and succeed at a four-year college/university

SCHOOL GOAL 1B: All students will be taught by NCLB compliant Highly Effective Teachers.

What data did you use to form this goal? Credential records, teacher assignments, NCLB HQT reports	What were the findings from the analysis of this data? 91% of PS7 teachers met the criteria over the last two years.	How will the school evaluate the progress of this goal? Credential records, teacher assignments, NCLB HQT reports

Strategies - Actions	Person(s) Responsible	Related School Expenditures	Related Centralized Expenditures	Estimated Cost	Funding Source
1.1 Use funds to meet requirements of Section 1110 (all teachers and paraprofessionals will be Highly Qualified) (PI) • Strengthen process for recruiting and hiring teachers with appropriate credentials and HQT status • Implement comprehensive teacher evaluation system • Provide additional continuing education training to teachers on a case by case basis to maintain certification and HQT status	HR Staff BTSA Support Providers	BTSA Support Providers Offsite PD	HR staff SPED Director	$2,613	Title II A
1.2 Create structures for individual and team-focused professional development and support for teachers, staff and administrators. • Provide instructional coach(es) • Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching focused on CCSS-based planning, assessment, instructional execution and classroom culture • Identify new teachers and teachers needing additional support to participate in mentorships (PI) • Develop forum for teachers to share best practices and collaborate with educators within and outside the SHPS network	Co-Principal Dissemination Director Assistant Principal	Co-Principals Assistant Principals	Dissemination Director	$17,500	Title I General Fund (Dissemination Grant)

Strategies - Actions	Person(s) Responsible	Related School Expenditures	Related Centralized Expenditures	Estimated Cost	Funding Source
1.3 Provide professional development and support that: • Is aligned with CCSS, state assessments and standards-based curricula • Is founded on scientifically based research and proven methods to improve student academic achievement (PI) • Trains teachers to identify low performing students and provided targeted supports and early interventions to these students (PI) • Enables teachers to address the needs of students with differentiated learning styles, particularly students with disability, special learning needs (including gifted and talented), and LEP students • Trains teachers to integrate technology into curricula and instruction • Trains teachers in making data driven decision in the classroom using benchmark assessments and track student academic achievement in the classroom and on state mandated assessments • Strengthen Classroom Culture • Involve parents in their child's education • Reflects the School Site Plan *10% set-aside for PD for Program Improvement Year 1*	Co-Principals Teachers Assistant Principal	Ongoing PD Illuminate		See 1.2 above	General Fund
1.4 Coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State and local programs	Co-Principals Teachers Assistant Principal	Ongoing PD		See 1.1 above	Title II A

SYSTEM-WIDE GOAL 2: Ensure all students are educated in learning environments that are clean, healthy and safe

SCHOOL GOAL 2: Increase the percentage of staff, students and parents who state on the annual survey that PS7 is clean, safe and has a positive school culture annually until it reaches at least 90%

What data did you use to form this goal? Teacher, student & parent surveys Suspension & expulsion data	What were the findings from the analysis of this data? While survey results showed a culture of high expectations and achievement at PS7, survey data also showed room for improvement in the areas of safety (54% of students reported feeling safe and 62% of teacher believe students are safe) and cleanliness, with only 30% of students reporting they felt the school was clean.	How will the school evaluate the progress of this goal? Data from annual surveys will be compiled and analyzed.

Strategies - Actions	Person(s) Responsible	Related School Expenditures	Related Centralized Expenditures	Estimated Cost	Funding Source
2.1 Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions. • Professional development for all staff on creating positive learning environments in every area on campus • Character development • Develop student leadership program (e.g. hall monitors, student government, conflict managers) • Refine ISS program for TK-5	Co-Principals Dean TBD	Ongoing PD Program costs Staffing			General Fund
2.2 Increase social-emotional learning and support programming and resources. • Develop more partnerships with community organizations for counseling and support services • Mental and physical health supports are provided by nurses and social workers • Implement social skills classes (or lessons) • Develop consistent schedule for counselors	Co-Principals	Staffing	Director of Student Services		General Fund

Strategies - Actions	Person(s) Responsible	Related School Expenditures	Related Centralized Expenditures	Estimated Cost	Funding Source
2.3 Provide cleaner and better maintained facilities. • Monthly (K-5) or quarterly (6-8) safety drills (and staff training on drills) • Secure designated campus monitor/security • Remodel/expand campus	Co-Principals	Staffing	Director of Public Safety		General Fund
2.4 Increase health and wellness resources available to students. • Expand PE/develop sports program • Improve healthy-choices breakfast/lunch program • Implement health classes for students	Co-Principals Teaches	Staffing Food Services	SHPS staff		General Fund

SYSTEM-WIDE GOAL 3: Empower parents and family to become more actively engaged in supporting their children's education

SCHOOL GOAL 3: Increase the average number of parents participating in parent meetings and activities annually

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Parent survey response rate Parent survey results Event participation records	In 2013-14 approximately 210 parents have participated in at least one group meeting or activity. The average survey completion rate ranges from 3 – 30%.	The school will collect data on number of parent events annually and the number of parents participating in these events. Information each parent's participation in school activities will also be tracked.

Strategies - Actions	Person(s) Responsible	Related School Expenditures	Related Centralized Expenditures	Estimated Cost	Funding Source
3.1 Facilitate ongoing communication and collaboration between staff and parents focused on student achievement of annual academic goals (PI). • Notify all parent of PI Year 1 status through multiple means (e.g. letter home, internet) • Distribute parent newsletter regularly • Increase PS7 social media presence (Facebook, Twitter) • Translation of materials	Co-Principals Parent Liaison Teachers	Translation costs Materials		$31,182	Title I
3.2 Provide increased opportunities for parents to participate in site activities that increase their skills as partners in education (PI). • Increase school student-focused family events such as art show, science fairs, student and family recognition assemblies, career day, multicultural events, open houses • Strengthen motherhood and fatherhood groups • Provide parent trainings on supporting child's learning, including access to student information via Illuminate • Create parent volunteer program (e.g. room parents/grade-level parents, parent volunteer days) • Increase parent access to resources (e.g. computer lab, wellness center, social services)	Co-Principals Parent Liaison Teachers	Materials Staffing		See 3.1 above	Title I

Form C: Programs Included in this Plan

This form denotes each state and federal program in which the school participates along with funding allocated for each program. As indicated below, PS7 operates as a schoolwide program (SWP).

Of the four following options, please select the one that describes this school site:

☐ **This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**

☐ **This site operates a SWP but does not consolidate its funds as part of operating a SWP.**

☐ **This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**

☒ **This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

	State Programs	Consolidated in the SWP
☒	**Local Control Funding Formula (LCFF) – Base Grant** Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	☒
☒	**LCFF – Supplemental Grant** Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	☒
☒	**LCFF – Concentration Grant** Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	☒
☐	**California School Age Families Education (Carryover only)** Purpose: Assist expectant and parenting students to succeed in school	☐
☐	**Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)** Purpose: Help educationally disadvantaged students succeed in the regular program	☐
☐	**Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)** Purpose: Develop fluency in English and academic proficiency of English learners	☐
☐	**Peer Assistance and Review (Carryover only)** Purpose: Assist teachers through coaching and mentoring	☐

☐	**Professional Development Block Grant (Carryover only)** Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	☐
☐	**Pupil Retention Block Grant (Carryover only)** Purpose: Prevent students from dropping out of school	☐
☐	**Quality Education Investment Act (QEIA)** Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	☐
☐	**School and Library Improvement Program Block Grant (Carryover only)** Purpose: Improve library and other school programs	☐
☐	**School Safety and Violence Prevention Act (Carryover only)** Purpose: Increase school safety	☐
☐	**Tobacco-Use Prevention Education** Purpose: Eliminate tobacco use among students	☐
☐	**List and Describe Other State or Local Funds**	☐
☒	**List and Describe Other State or Local Funds** Lottery	☒
☒	**List and Describe Other State or Local Funds** Mandated Block Grant	☒
☒	**List and Describe Other State or Local Funds** EPA (Education Protection Account)	☒
☒	**List and Describe Other State or Local Funds** AB 602 Special Education	☒
☒	**List and Describe Other State or Local Funds** Prop 39	☒
☒	**List and Describe Other State or Local Funds** Clean Energy Act	☒
☒	**List and Describe Other State or Local Funds** Mental Health	☒

Federal Programs		Allocation	Consolidated in the SWP
☒	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$184,215	☒
☒	**Title I, Part A: Parental Involvement** (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	$63,072	☒
☒	**For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development** (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	$17,500	☒
☒	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$2,613	☒
☐	**Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students** Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$	Title III funds may not be consolidated as part of a SWP[1]
☐	**Title VI, Part B: Rural Education Achievement Program** Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	$	☐
☐	**For School Improvement Schools only: School Improvement Grant (SIG)** Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	$	☐
Total amount of federal categorical funds allocated to this school		$186,828	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

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[1] Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: 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.[2] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Erin Marston	☒	☐	☐	☐	☐
Kari Wehrly	☒	☐	☐	☐	☐
Fred Schroeder	☐	☐	☒	☐	☐
Jody Hill	☐	☒	☐	☐	☐
Megan Huerbin	☐	☒	☐	☐	☐
Mark Hall	☐	☐	☐	☒	☐
Jasmine Murphy	☐	☐	☐	☒	☐
Mariel Sanchez-Enriquez	☐	☐	☐	☒	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
Numbers of members in each category	2	2	1	3	0

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[2] *EC* Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures 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)**:

   ☐ State Compensatory Education Advisory Committee _____ Signature

   ☐ English Learner Advisory Committee _____ Signature

   ☐ Special Education Advisory Committee _____ Signature

   ☐ Gifted and Talented Education 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: March 22nd, 2016.

Attested:

Erin Marston/Kari Wehrly_____ __   _____   _____
Typed name of School Principals   Signature of School Principal   Date

Jody Hill_____   _____   _____
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date