

The Single Plan for Student Achievement 2017-18

School: Albert Einstein Middle School
CDS Code: 34-67439-6059273
District: Sacramento City Unified School District
Principal: Garrett Kirkland
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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The District Governing Board approved this revision of the SPSA on August 3, 2017.

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

Albert Einstein Middle School Community shares a vision of excellence and equity for every student and has established a positive learning environment that focuses upon student achievement through quality instruction, mentoring, and student activities. Our mission is to focus on content standards, taught, delivered, and measured in each and every classroom and to acknowledge the positive strengths of every student by name. Albert Einstein Middle School is a California Distinguished School, California Title One Academic Achieving School, and has won numerous awards within Sacramento City Unified School District.

Students at Albert Einstein are exposed to a rigorous curriculum derived from the California state standards. Courses include: English/Language Arts, Math 7, Math 8 & Math 1, Science, Social Studies, Physical Education, and an Electives Program that includes Visual Arts, Digital Media, Drama, Computer Concepts, Yearbook/Publications, Student Government, Student Leadership/Where Everyone Belongs, Spanish, Band, and Robotics. The Gifted and Talented curriculum is offered in English/Language Arts, Math, Science, and Social Studies. Students that need specific instruction to support individual needs may qualify for programs that include English language learners for all levels, Special Education, and intervention programs in reading and math. Library and computer labs are easily accessible for all students before/after school and during lunch for research projects and Accelerated Reader. Extra-curricular activities include volleyball, boys' and girls' basketball, wrestling, soccer, softball, track, golf and dance. The after-school program includes Mathletes, MESA/Science Club, National Junior Honor Society, Math and English/Language Arts Homework Club, and PASSage.

The faculty is committed to all students meeting grade level or above standards of achievement. Staff development is focused to improve instructional practices that improve student achievement and increase student engagement. A homework hotline is on-line and updated regularly. The staff is dedicated to plan a smooth transition from elementary to middle school for each student in order to be fully prepared for high school.

The Albert Einstein parents demonstrate support and encouragement of students to meet grade level mastery of academic standards and to expect responsible behavior to promote a positive learning environment. The Parent Teacher Student Association (PTSA) works hard to increase membership and parent involvement at the school. Special efforts by PTSA have included funding campus projects, hosting staff luncheons, organizing the Book Fair, and working with business partnerships to provide awards for student attendance and academic achievement. School Site Council and the English Learners Advisory Committee are active parent groups on campus. Parents are welcome and all three parent groups work together to provide opportunities for families to get acquainted and to support each other in the community. There is strong collaboration among the Einstein staff and the feeder elementary schools and between Einstein and Rosemont High School.

In 2006-2007, Einstein received a fresh update of the facilities. During the summer of 2008, the Physical Education facilities were updated. All classrooms feature telephones to enable faculty to better communicate with parents. All classrooms are networked for technology and equipped with a liquid crystal projector and other examples of the latest in technology.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	361	363	353	352	349	351	97.8	97
Grade 8	343	372	331	367	329	365	96.5	98.7
All Grades	704	735	684	719	678	716	97.2	97.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2548.8	2539.5	9	16	41	33	32	22	17	29
Grade 8	2548.9	2562.2	8	10	36	38	30	32	25	19
All Grades	N/A	N/A	9	13	39	36	31	27	21	24

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	17	19	56	41	27	39
Grade 8	19	24	50	47	31	29
All Grades	18	22	53	44	29	34

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	26	28	54	47	21	26
Grade 8	16	23	58	55	26	22
All Grades	21	25	56	51	23	24

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	6	14	77	64	17	22
Grade 8	12	12	63	73	25	15
All Grades	9	13	70	68	21	18

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	23	23	62	48	15	28
Grade 8	21	21	56	58	22	21
All Grades	22	22	59	53	18	25

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	361	364	351	353	350	351	97.2	97
Grade 8	343	371	333	365	328	360	97.1	98.4
All Grades	704	735	684	718	678	711	97.2	97.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2538.1	2517.7	15	17	21	17	37	28	27	38
Grade 8	2539.1	2536.1	13	14	23	15	27	33	35	39
All Grades	N/A	N/A	14	15	22	16	32	30	31	39

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	21	24	43	30	37	46
Grade 8	23	18	36	35	40	47
All Grades	22	21	39	33	38	46

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	16	17	60	39	24	44
Grade 8	16	16	51	49	34	35
All Grades	16	17	55	44	29	40

Communicating Reasoning						
Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	20	21	64	50	15	29
Grade 8	16	12	55	65	28	23
All Grades	18	16	60	57	21	26

Conclusions based on this data:

- 1.

School and Student Performance Data

2016 Accountability Progress Reporting

Met All Components	Met English Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	41	18		37	38		17	24		2	7		2	13	
8	19	19		44	48		21	19		2	4		14	11	
Total	30	18		40	42		19	22		2	6		8	13	

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

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	84	72	61
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	84	72	61
Number Met	58	56	44
Percent Met	69.0%	77.8%	72.1%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	13	74	14	63	11	55
Number Met	--	44	4	47	4	35
Percent Met	--	59.5%	28.6%	74.6%	36.4%	63.6%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

School and Student Performance Data

LCFF State Priorities Snapshot

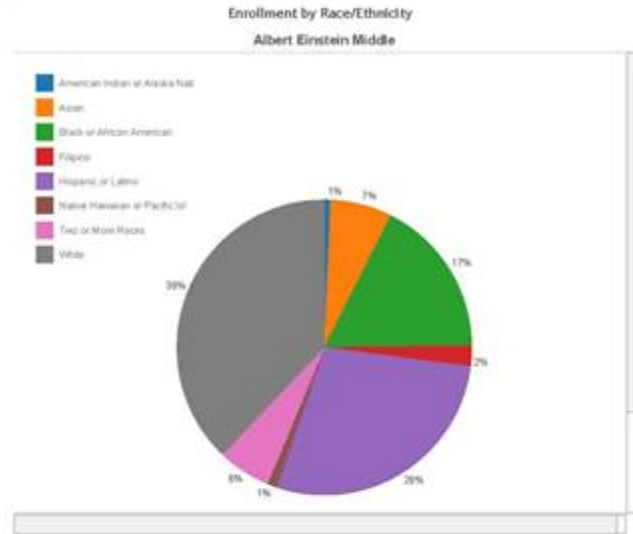
Local Control Funding Formula (LCFF) State Priorities Snapshot Sacramento City Unified School District

Name	2012-13	2013-14	2014-15
	All Students	All Students	All Students
Albert Einstein Middle	0	0	0

Subgroup	Albert Einstein Middle		
	2012-13	2013-14	2014-15
American Indian or Alaska Nat'l	0	0	0
Asian	0.0	0.0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0.0	0.0	0
Native Hawaiian or Pacific Isl.	0	0	0
Two or More Races	0.0	0.0	0
White	0.0	0.0	0

	Albert Einstein Middle		
	2012-13	2013-14	2014-15
English Learners	0	0	0
Foster Youth	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students with Disabilities	0	0	0

Name	All Students		
	2012-13	2013-14	2014-15
Albert Einstein Middle	100	25	36
	13.4	8.2	12.8



	2012-13	2013-14	2014-15
	Albert Einstein Middle	Albert Einstein Middle	Albert Einstein Middle
English Learners	81	80	
Foster Youth		3	
Socioeconomically Disadvantaged	501	578	
Students with Disabilities	100	100	

Name	All Students		
	2012-13	2013-14	2014-15
Albert Einstein Middle	0	0	0
	0.0%	0.0%	0.0%

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
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Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
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Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
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Action 1.4: Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English learners make expected progress in attaining English and in academic achievement.
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Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Action 2.1: Students will be provided cleaner, better maintained learning environments.

Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular, and expanded learning program involvement, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.)
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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.

LEA Plan Performance Goals

- 1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.**
- 2. All limited-English –proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading /language arts and mathematics.**
- 3. All students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.**
- 5. All students will graduate from high school.**

2017-18 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A	\$113,876.60	0.00
LCFF S/C	\$152,839	0.00

Planned Improvements in Student Performance

School Goal #1

SCHOOL GOAL #1:
Increase percent of students who are on track to graduate college and career ready.
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.
LEA Plan Goal Alignment
1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.
Data Used to Form this Goal:
Units of study, science fairs
Findings from the Analysis of this Data:
We are in need of developing high quality writers.
How the School will Evaluate the Progress of this Goal:
We will compare rubric scores in future months to those that we already have.
Parent Engagement Activities Related to this Goal:
Parent classes, PTSA support
For Schools in Program Improvement, please indicate year 1 2 3 4 5
For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).
Increased writing ability leads to improved assessments.

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 Group	
As part of program improvement restructuring, we will enhance our writing center	Principals, all teachers, Clerical	writing center tutors	Title I Part A	8,000	X All	
		secure writing center materials	LCFF S/C	1,000		
		paper	LCFF S/C	500		
		printer & printer ink	LCFF S/C	500		
As part of program improvement restructuring, we will improve available resources in our library.	All teachers Principal/AP	library materials	Title I Part A	3,000	X All	
		duplicating	Title I Part A	739.40		
As part of program improvement restructuring teacher development and training will be enhanced and increased. • Department Conferences		special ed conference & travel	LCFF S/C	500		
		ELA	LCFF S/C	1,000		
		department conferences	LCFF S/C	1,000		
Materials to enhance instruction in all departments • supplemental texts • manipulatives • calculators • doc cameras • supplies for interventions program • printing for interventions program • moby max • science lab supplies • PE supplies	Counselor All teachers	purchase supplies to enhance instruction	Title I Part A	12,258.55		
		riso contract, ink & masters	Title I Part A	2,000		
		paper	Title I Part A	7,747.91		
		riso ink	LCFF S/C	393.84		
		increase technology	LCFF S/C	10,000		
		novels/plays	LCFF S/C	1,000		
		history workbooks printing	Title I Part A	2,500		
		supplemental history books	LCFF S/C	1,027.10		
		lab supplies	Title I Part A	1,500		
		PE supplies	LCFF S/C	2,500		
Continue differentiated instruction/interventions including support classes & homework club & after school clubs	All teachers Administration	robotics	Title I Part A	5,000		
		ftc registration	Title I Part A	550		
		ftc field kit	Title I Part A	81		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<ul style="list-style-type: none"> classes include low-performing students 		robotics carts	Title I Part A	497	
		lego robotics	Title I Part A	1063.14	
		andymark	Title I Part A	500	
		tci resources	Title I Part A	800	
		substitutes	LCFF S/C	6,000	
		teacher planning cpt	LCFF S/C	3,000	
<p>Music and Literacy Integration at the Middle Level:</p> <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 	SDAIE team All teachers Administrators	music books	LCFF S/C	2,000	
<p>To enhance and provide increased access to instruction and support services, the school provides the following communication tools</p> <ul style="list-style-type: none"> parent communication brochures newsletters handouts planners agendas 	admin	Print shop	Title I Part A	5,550	
		parent meetings and classes	LCFF S/C	500	
		student agendas	Title I Part A	2,500	
		extra hours for staff	Title I Part A	2,000	
		parental involvement	LCFF S/C	500	
		student agendas	LCFF S/C	2,500	
		copier rental	LCFF S/C	5,500	
		print shop	LCFF S/C	1,500	
To enhance instruction we will purchase classroom projectors.	admin	purchase projectors	LCFF S/C	5,777.65	

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 Group	

Planned Improvements in Student Performance

School Goal #2

SCHOOL GOAL #2:
Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.
District/LCAP GOAL:
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.
LEA Plan Goal Alignment
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
Data Used to Form this Goal:
surveys, observations
Findings from the Analysis of this Data:
we have a well-kept campus and will look for ways to improve.
How the School will Evaluate the Progress of this Goal:
compare surveys of families, students and staff
Parent Engagement Activities Related to this Goal:
we will ask their opinions of the campus.
For Schools in Program Improvement, please indicate year 1 2 3 4 X 5
For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Integrate character education efforts into daily lessons	admin	mindful schools	LCFF S/C	5,000	
As part of program improvement restructuring we will provide students supplies to achieve success. Including: <ul style="list-style-type: none"> increase supplemental reading supplies supplemental math texts 	admin	school supplies	LCFF S/C	14,394.41	
		technology upgrades	LCFF S/C	8,300	
		library supplies: purchase books, maintenance materials & media supplies	LCFF S/C	5,000	
		supplemental books	Title I Part A	9,260.60	
Continue after-school programs to provide positive alternatives for students including Target Excellence, athletics, Mathletes, NJHS, MESA, etc. <ul style="list-style-type: none"> hire UCD and CSUS students as community educators and bi-lingual aides. 	admin & faculty	after school programs	LCFF S/C	15,000	
		staff stipends	Title I Part A	20,000	
		hire tutors	Title I Part A	10,000	
		hire bi-lingual aides	LCFF S/C	20,000	
reduce class size	admin & holmes	hire .2 science teacher	LCFF S/C	20,646	
As part of program improvement restructuring, we will improve instruction to provide more varied and expanded learning opportunities		culturally responsive instruction training	LCFF S/C	10,000	
		csla conference	LCFF S/C	2,000	
		science training	LCFF S/C	3,300	
hire .2 counselor	admin & klemenhausen	hire klemenhausen .2	Title I Part A	17,329	

Planned Improvements in Student Performance

School Goal #3

SCHOOL GOAL #3:
Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.
District/LCAP GOAL:
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
Action 3.2: Stakeholders will receive improved district and site communications including translation/interpretation services.
LEA Plan Goal Alignment
5. All students will graduate from high school.
Data Used to Form this Goal:
number of students from the area. parent attendance at meetings and events.
Findings from the Analysis of this Data:
we are building and need to continue the growth.
How the School will Evaluate the Progress of this Goal:
we are currently at a higher enrollment than originally planned and will continue to monitor the enrollment.
Parent Engagement Activities Related to this Goal:
help get the word out about Einstein and its programs for students.
For Schools in Program Improvement, please indicate year 1 2 3 4 X 5
For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Build connections with elementary school communities	admin	copy center	LCFF S/C	2,500	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
connect with families	admin	postage	Title I Part A	500	
		fingerprinting volunteers	Title I Part A	500	

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF S/C	152,839.00
Title I Part A	113,876.60

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	102,985.59
Goal 2	160,230.01
Goal 3	3,500.00

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
Garrett Kirkland	X				
Kenna Montoya			X		
Holly Kosiewicz		X			
Judy Caccamo		X			
Brandon Parker		X			
Peggie Clapper		X			
Kathy Sanchez				X	
Samantha Alado				X	
Tom McKenna				X	
Briana Young					X
Elie Enriquez					X
Liz Morgan					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
	Departmental Advisory Committee (secondary)	_____
		Signature
	Other committees established by the school or district (list):	_____
		Signature

4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.
5. 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.
6. 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.
7. This SPSA was adopted by the SSC at a public meeting on 6/9/14.

Attested:

Garrett Kirkland

 Typed Name of School Principal

 Signature of School Principal

 Date

Holly Kosiewicz

 Typed Name of SSC Chairperson

 Signature of SSC Chairperson

 Date

Annual Evaluation – REQUIRED Spring 2018

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?

Our SEL programs have had a positive effect. Suspensions and referrals are down. Increased technology has improved student performance. Papers are better and the grading of the papers has been more streamlined because hired readers can't lose papers that are submitted electronically.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
None stand out.

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
- X Lack of effective follow-up or coaching to support implementation
- X Not implemented with fidelity
- X Not appropriately matched to student needs/student population
- X Other: New assessment has defined priorities that will better understand

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- X Continuing it with the following modifications:
weekly, common assessments. next day interventions. comprehensive after school tutoring aligned to daily school work.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

_____ Signature

_____ Signature

_____ Signature

_____ Signature

4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.
5. The SSC reviewed the content requirements for school plans 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.
6. 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.
7. This SPSA was adopted by the SSC at a public meeting on 6/9/14.

Attested:

Garrett Kirkland _____ 5/23/17
 Typed Name of School Principal _____
 Signature of School Principal _____
 Date

Holly Kosiewicz _____ 5/23/17
 Typed Name of SSC Chairperson _____
 Signature of SSC Chairperson _____
 Date