

The Single Plan for Student Achievement 2017-18

School: Alice Birney Public Waldorf EK-8 School
CDS Code: 34-67439-6034078
District: Sacramento City Unified School District
Principal: Mechelle Horning
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)

The mission at Alice Birney Public Waldorf EK-8 School is to accept children with honor and respect, educate them with love and prepare them for lives of freedom and responsibility. Children of all capabilities will learn and develop their strengths, master their weaknesses and exit Alice Birney prepared to excel in all subject areas as they apply to the high school of their choice. By graduation, students are expected to be proficient in core academic areas as well as visual and performing arts as demonstrated in their culminating 8th grade projects. Alice Birney students will be prepared and motivated to continue as life-long learners.

Alice Birney Public Waldorf EK-8 School offers a unique educational environment using an innovative teaching approach that seeks to build a balance in students' capacities of intellect, imagination, and will. This balance is achieved through stimulating academic studies, challenging activities in the arts and the development of physical and practical skills. As part of this experiential curriculum, Alice Birney offers hands on specialty programs that include Eurythmy/Movement, Spanish, Strings, Handwork, Gardening, Woodworking, Athletics, and Multi-Cultural Dance. Alice Birney students are diverse and are supported by an involved and committed parent community who volunteer to sponsor school field trips, seasonal festivals and celebrations.

Alice Birney Public Waldorf EK-8 School has a rigorous academic program that fully integrates the arts. The artistic work brings joy and depth daily to student learning.

The dedicated teachers at Alice Birney hold public school credentials and have training in Waldorf methods. Teachers loop with their students from grades 1-8, whenever possible.

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 3	62	61	60	51	60	51	96.8	0
Grade 4	62	65	58	54	58	54	93.5	0
Grade 5	65	61	63	56	63	56	96.9	0
Grade 6	59	62	56	60	54	60	94.9	96.8
Grade 7	60	61	57	60	57	60	95.0	98.4
Grade 8	55	53	55	52	55	52	100.0	98.1
All Grades	363	363	349	333	347	333	96.1	47.4

* 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 3	2388.5	2399.9	12	18	20	22	18	22	50	39
Grade 4	2462.2	2454.7	22	24	26	22	22	11	29	43
Grade 5	2499.5	2521.6	16	25	30	36	32	25	22	14
Grade 6	2506.9	2505.8	7	12	23	22	45	40	21	27
Grade 7	2558.3	2547.9	14	12	35	40	37	27	14	22
Grade 8	2579.6	2595.1	18	17	40	46	33	27	9	10
All Grades	N/A	N/A	15	18	29	31	31	26	25	26

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 3	15	18	25	45	60	37
Grade 4	31	31	41	30	28	39
Grade 5	29	34	52	52	19	14
Grade 6	13	10	52	55	35	35
Grade 7	25	22	42	53	33	25
Grade 8	35	40	44	48	22	12
All Grades	24	26	43	47	33	27

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 3	10	12	32	37	58	51
Grade 4	10	11	40	43	50	46
Grade 5	19	20	46	64	35	16
Grade 6	9	13	67	42	24	45
Grade 7	21	19	56	58	23	24
Grade 8	27	25	47	60	25	15
All Grades	16	17	48	51	36	33

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 3	18	22	70	69	12	10
Grade 4	29	26	66	67	5	7
Grade 5	13	24	75	73	13	4
Grade 6	19	13	69	67	13	20
Grade 7	21	18	72	75	7	7
Grade 8	22	19	65	75	13	6
All Grades	20	20	69	71	10	9

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 3	13	20	42	49	45	31
Grade 4	17	24	57	44	26	31
Grade 5	16	27	56	54	29	20
Grade 6	13	22	65	67	22	12
Grade 7	21	17	65	62	14	22
Grade 8	18	33	64	50	18	17
All Grades	16	23	58	55	26	22

Conclusions based on this data:

1. As students progress through the grades, they score higher on standardized tests.
2. Common Core standards align more with Waldorf curriculum in the upper grades.
3. Demonstrating effective communication skills has the most students at or above standard.

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 3	62	61	60	50	60	50	96.8	0
Grade 4	62	65	58	53	58	53	93.5	0
Grade 5	65	61	63	55	63	55	96.9	0
Grade 6	59	62	56	60	55	60	94.9	96.8
Grade 7	60	61	57	60	57	60	95.0	98.4
Grade 8	55	53	55	52	55	52	100.0	98.1
All Grades	363	363	349	330	348	330	96.1	47.4

* 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 3	2386.5	2389.6	5	4	8	20	37	38	50	38
Grade 4	2433.4	2449.4	0	9	28	11	34	53	38	26
Grade 5	2473.3	2486.6	3	7	13	24	49	35	35	35
Grade 6	2484.7	2493.3	5	2	13	20	41	37	39	42
Grade 7	2573.4	2529.1	35	8	18	28	32	33	16	30
Grade 8	2548.6	2577.1	16	31	18	19	27	23	38	27
All Grades	N/A	N/A	11	10	16	21	37	36	36	33

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 3	7	6	27	48	67	46
Grade 4	0	11	38	42	62	47
Grade 5	2	4	24	35	75	62
Grade 6	5	2	40	43	53	55
Grade 7	44	17	25	47	32	37
Grade 8	22	40	29	23	49	37
All Grades	13	13	30	40	57	47

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 3	12	10	37	46	52	44
Grade 4	10	11	62	64	28	25
Grade 5	8	22	67	53	25	25
Grade 6	4	7	55	52	42	42
Grade 7	40	20	49	57	11	23
Grade 8	24	29	51	54	25	17
All Grades	16	16	53	54	30	29

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 3	7	6	75	88	18	6
Grade 4	16	11	53	55	31	34
Grade 5	3	11	68	75	29	15
Grade 6	9	12	45	62	45	27
Grade 7	25	13	65	55	11	32
Grade 8	16	33	53	50	31	17
All Grades	12	14	60	63	27	22

Conclusions based on this data:

1. More students at the seventh grade level met or exceeded standards.
2. Alice Birney students are score higher in the areas of Problem solving and Analysis and Communicating Reasoning than Concept and Procedure area.
3. Common Core standards align more with the upper grade Waldorf curriculum.

School and Student Performance Data

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
K				***	***		***				***				
1	***				***								***		
2					***						***		***		
3										50	***		50		
4	***			***	25			75					***		
5	50	***		25			25	***							
6		***		***	***					***					
7		***			***		***								
8				***	***										
Total	22	17		26	44		17	22		13	17		22		

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	24	19	15
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	24	19	15
Number Met	--	9	13
Percent Met	--	47.4%	86.7%
NCLB Target	59.0	60.5	62.0%
Met Target	--	No	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	13	12	9	10	6
Number Met	--	--	3	--	--	--
Percent Met	--	--	25.0%	--	--	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	Yes	--	--	--

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

Middle Grade Dropout Counts and Rate

Name	All Students		
	2012-13	2013-14	2014-15
Alice Birney Waldorf-Inspired	0	0	0

Middle Grade Dropout Counts and Rate

Alice Birney Waldorf-Inspired

Subgroup	All Students		
	2012-13	2013-14	2014-15
American Indian or Alaska Nati	0	0	0
Asian	0.0	0.0	0
Black or African American	0	0	0
Filipino	0.0	0.0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Isl	0.0	0.0	0
Two or More Races	0	0	0
White	0.0	0.0	0

Middle Grade Dropout Counts and Rate by Program Status

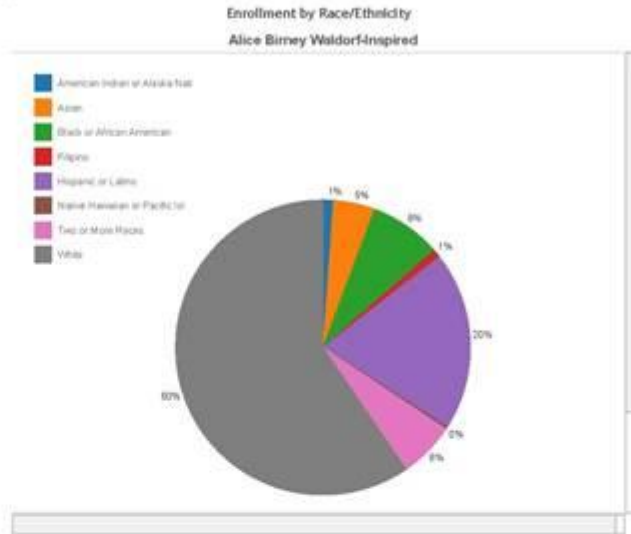
Alice Birney Waldorf-Inspired

	All Students		
	2012-13	2013-14	2014-15
English Learners	0	0	0
Foster Youth	0	0	0
Socioeconomically Disadvantage	0	0	0
Students with Disabilities	0	0	0

Number and Percent of Students Suspended

All Students

Name	All Students		
	2012-13	2013-14	2014-15
Alice Birney Waldorf-Inspired	4	0	1
	0.1	0.0	1.2



Enrollment by Program Eligibility

	All Students		
	2012-13	2013-14	2014-15
English Learners	26	38	
Foster Youth			
Socioeconomically Disadvantage	188	207	
Students with Disabilities	48	70	

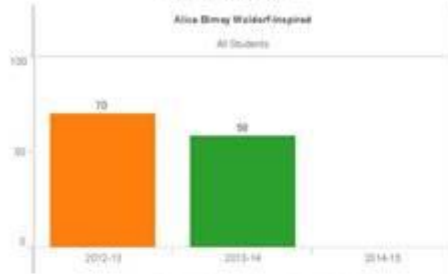
Number and Percent of Students Expelled

All Students

Name	All Students		
	2012-13	2013-14	2014-15
Alice Birney Waldorf-Inspired	0	0	0
	0.0%	0.0%	0.0%

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

Percent of English Learner (EL) Students Who Made Progress Towards English Proficiency



Percent of EL Students Who Were Reclassified



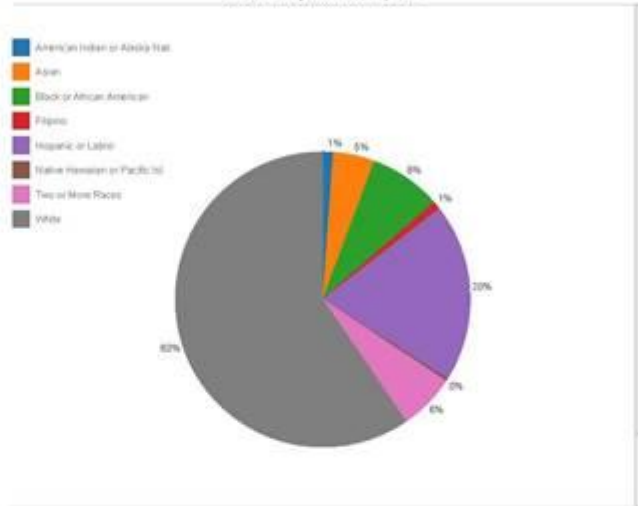
Number and Percent of Students Suspended

	All Students		
	2012-13	2013-14	2014-15
Alice Birney Waldorf-Inspired	4 0.7	5 0.8	7 1.2

Number and Percent of Students Expelled

	All Students		
	2012-13	2013-14	2014-15
Alice Birney Waldorf-Inspired	0 0.0%	0 0.0%	0 0.0%

Enrollment by Race/Ethnicity
Alice Birney Waldorf-Inspired



Enrollment by Program Eligibility

	2012-13	2013-14	2014-15
	Alice Birney Waldorf-Inspired	Alice Birney Waldorf-Inspired	Alice Birney Waldorf-Inspired
English Learners	26	26	
Foster Youth			
Socioeconomically Disadvantaged	188	227	
Students with Disabilities	46	75	

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.**

2016-17 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF S/C	\$43,602	0.00

Planned Improvements in Student Performance

School Goal #1

SCHOOL GOAL #1:
Ensure all students, including English learners, are provided with intervention and support for high academic achievement.
District/LCAP GOAL:
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.
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.
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.
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:
CAASP and CELDT scores from previous years, teacher observation, number of students attending support classes, parent conferences and SST meetings
Findings from the Analysis of this Data:
English learner students are in need of additional supports. Parents and students prefer an additional support session outside of the regular school day. After school works best for all.
How the School will Evaluate the Progress of this Goal:
Monitor progress using a triangulation of data from CAASP, CELDT, teacher observation, portfolio analysis of in class work
Parent Engagement Activities Related to this Goal:
Summer home visits and/or parent meetings, bimonthly class meetings, Harvest Festival, Winter Faire, Strings Concerts, Family Folk Dance, Pancake breakfast,, Whole World Festival, Opening/Closing Ceremonies, Friday Market Place
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).

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	
<p>Reassure parents of the value of multilingualism</p> <p>Provide after school tutoring and homework support at least two days a week on campus.</p> <p>Ongoing communication with classroom teachers on needed assistance and progress</p> <p>Support the growing Latino population at Alice Birney by having parents share their culture through crafts and food at festivals and events throughout the school year.</p>	<p>Core team of teaching staff including EL Coordinator and Principal, intervention specialist, and Spanish teacher</p>	<p>two teachers for two days a week for one hour each</p>	<p>LCFF S/C</p>	<p>5,500</p>	<p>ⓧ English Learner</p>	<p>Attendance at tutoring sessions, progress reports quarterly</p>

Planned Improvements in Student Performance

School Goal #2

SCHOOL GOAL #2:
Provide various developmentally appropriate interventions for students
District/LCAP GOAL:
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
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:
Teacher observation, parent teacher conferences, SST meetings, student portfolio, formative and summative assessments (CAASP/CELDT)
Findings from the Analysis of this Data:
By the end of grade 2 students with under developed midline integration may struggle with reading, writing, math, students less than two years behind in core academic areas can benefit from small group targeted instruction
How the School will Evaluate the Progress of this Goal:
ongoing observation, follow up SST meetings, parent teacher conferences, formative and summative assessments, student portfolios
Parent Engagement Activities Related to this Goal:
Monitor student work at home, regular communication with teacher, provide permission for students to work in small groups during the day
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).

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
<p>Provide push in and pull out help during regular school day for students not reaching targets.</p> <p>Provide an intervention specialist to administer small group instruction and collaborate with classroom teachers on best practices.</p>	<p>Intervention Specialist Instructional aide Classroom and special education teachers</p>		LCFF S/C	38,102	<p><input checked="" type="checkbox"/> Low Income</p> <p><input checked="" type="checkbox"/> English Learner</p> <p><input checked="" type="checkbox"/> Students with Disabilities</p>	<p>CASSSP Scores in upper grades, portfolio assessment of classwork, formative assessments</p>

Planned Improvements in Student Performance

School Goal #3

SCHOOL GOAL #3:
Parents and community members raise independent funds to support site improvement for stage productions essential to our core curriculum
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.
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:
Parent guild committee votes, staff vote, observation of site, quotes from various vendors, SCUSD facilities personnel
Findings from the Analysis of this Data:
Students parents and staff want to improve the site by having a more functional theater experience when they produce their annual class plays, hold orchestra concerts, have assemblies, etc. to share with the larger community
How the School will Evaluate the Progress of this Goal:
Funds raised at a specific event will be focused on the renovation and rejuvenation of the current stage, including: curtains, lights, sound, audience seating, etc. The amount of funds raised will determine how much can be accomplished.
Parent Engagement Activities Related to this Goal:
Fundraising events, seeking funds from the business community, soliciting support from the neighbors, planning and drafting, meeting with district facilities personnel
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).

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	
Parents host specific fundraising events throughout the year to solicit donors or meet with individual business owners or neighbors. School staff supports and attends events District reviews and approves projects Parent/Teacher Guild meets bi-monthly to monitor progress: purchase and installation of curtains, lights, sound system, etc.	Staff, parents, community partners, and district facilities	materials and labor	Other	25,000	<input checked="" type="checkbox"/> All	Observation of transformation of stage area

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF S/C	43,602.00
Other	25,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,500.00
Goal 2	38,102.00
Goal 3	25,000.00

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:


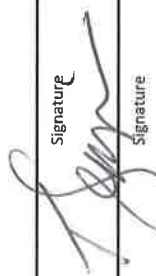
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mechelle Horning	X				
Peggy Green		X			
Joanna Gallagher		X			
Nicole Baradat		X			
Catherine Chalmers			X		
Holga Olivares				X	
Maria Garcia				X	
Emerita Mora				X	
Teresa Gutierrez				X	
Alejandro Lazano				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):**

<input checked="" type="checkbox"/> English Learner Advisory Committee	 _____ Signature
<input type="checkbox"/> Special Education Advisory Committee	_____ Signature
<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee	_____ Signature
<input type="checkbox"/> Departmental Advisory Committee (secondary)	_____ Signature
<input checked="" type="checkbox"/> Other committees established by the school or district (list): Alice Birney Parent Guild	 _____ Signature

- 4. For Title I funded schools only The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.
- X 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.
- X 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 .

Attested:

Mechelle Horning _____ Typed Name of School Principal	 _____ Signature of School Principal	_____ Date
Holga Olivares _____ 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?

Intervention specialist working in small groups with students and collaborating with classroom teachers, after school tutoring two days a week as demonstrated by CELDT scores, portfolio assessments, and teacher observation, parent feedback

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

much of the third goal was not able to be accomplished due to lack of approval from the district on what was to be installed on campus

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

X Other: not able to get approval on what was desired in a cost effective manner

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

Eliminating it from next year's plan

X Continuing it with the following modifications:
the focus has been changed from the outdoors and into the interior of the MPR