

The Single Plan for Student Achievement 2017-18

School: Sam Brannan Middle School
CDS Code: 34-67439-6059356
District: Sacramento City Unified School District
Principal: Enrique Flores
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:

Contact Person: Enrique Flores
Position: Principal
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Sacramento, CA 95822
E-mail Address: Enrique-Flores@scusd.edu



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)

Sam Brannan Middle School staff, students, and parents share a vision of excellence founded upon high standards for teaching and learning, and quality relationships. We help our students develop Physically, intellectually, socially, and emotionally.

The staff at Sam Brannan is dedicated to preparing students for the challenges of high school and beyond as they become productive, responsible and productive members of the community.

Sam Brannan Middle School students engage a rigorous curriculum that is both challenging and exciting. Learning experiences include the core program and GATE/Honors program, and a rich offering of fascinating electives designed for complexity, novelty and creativity.

In addition to an array of enrichment activities, Sam Brannan students participate in Mathletes, All-city Orchestra and Honor Band, Robotics, special education, student government / leadership class and other extended day clubs and enrichment activities. Sam Brannan has also built a solid sports program offering extra-curricular boys and girls' basketball, soccer, track, golf, volleyball, and softball teams.

As a school committed to grade level achievement for all students, Sam Brannan teachers regularly participate in staff development opportunities resulting in improved instructional practices and raised student achievement. Sam Brannan is committed to developing students who are positive, respectful, responsible and safe .

Sam Brannan Middle School is a safe, clean and supportive learning environment. Sam Brannan students and parents can expect an excellent education.

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	259	269	249	263	249	262	96.1	97.8
Grade 8	356	260	345	254	345	253	96.9	97.7
All Grades	615	529	594	517	594	515	96.6	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	2511.1	2505.4	8	5	26	26	29	31	37	39
Grade 8	2561.3	2522.9	9	6	40	25	33	33	18	36
All Grades	N/A	N/A	9	6	34	25	31	32	26	37

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	10	12	48	44	42	44
Grade 8	21	13	51	41	28	47
All Grades	16	12	50	42	34	45

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	18	17	46	47	36	37
Grade 8	21	14	58	50	21	36
All Grades	20	15	53	48	27	36

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	10	8	61	62	30	29
Grade 8	10	6	68	69	22	25
All Grades	10	7	65	65	25	27

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	14	14	52	52	34	34
Grade 8	25	12	55	55	20	34
All Grades	20	13	54	53	26	34

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	259	269	248	260	248	260	95.8	96.7
Grade 8	356	260	345	253	345	253	96.9	97.3
All Grades	615	529	593	513	593	513	96.4	97

* 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	2497.4	2495.0	10	8	15	20	33	28	42	45
Grade 8	2549.3	2517.6	22	14	20	10	24	31	34	45
All Grades	N/A	N/A	17	11	18	15	28	30	37	45

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	16	18	37	29	48	53
Grade 8	27	16	34	30	40	54
All Grades	22	17	35	30	43	53

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	12	10	51	39	37	52
Grade 8	20	13	51	51	29	36
All Grades	17	11	51	45	32	44

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	11	11	64	51	25	38
Grade 8	20	11	52	56	28	33
All Grades	16	11	57	53	27	36

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	17	16		34	48		20	20		17	9		12	7	
8	14	17		35	44		27	22		16	12		8	5	
Total	15	16		35	46		24	21		16	11		10	6	

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	80	83	68
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	80	83	68
Number Met	49	51	57
Percent Met	61.3%	61.4%	83.8%
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	9	74	11	76	4	70
Number Met	--	37	3	38	--	40
Percent Met	--	50.0%	27.3%	50.0%	--	57.1%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	Yes	No	--	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

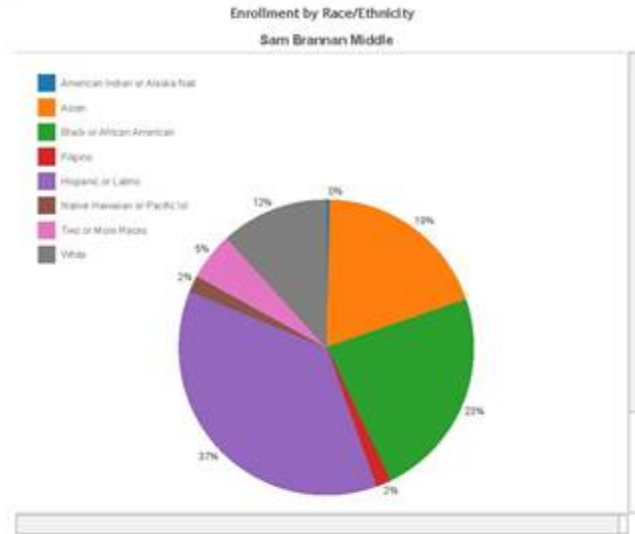
Local Control Funding Formula (LCFF) State Priorities Snapshot Sacramento City Unified School District

Name	2012-13	2013-14	2014-15
	All Students	All Students	All Students
San Brannan Middle	0	0	0

Subgroup	San Brannan Middle		
	2012-13	2013-14	2014-15
American Indian or Alaska Natl	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

	San Brannan Middle		
	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

Name	All Students		
	2012-13	2013-14	2014-15
San Brannan Middle	79 11.7	48 8.6	36 4.5



	2012-13	2013-14	2014-15
	San Brannan Middle	San Brannan Middle	San Brannan Middle
English Learners	83	84	
Foster Youth		3	
Socioeconomically Disadvantage	417	521	
Students with Disabilities	111	115	

Name	All Students		
	2012-13	2013-14	2014-15
San Brannan 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.**

2016-17 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A	\$77,771.00	0.00
LCFF S/C	\$112,040	0.00

Planned Improvements in Student Performance

School Goal #1

SCHOOL GOAL #1:
To improve the overall climate of the school by continuing to develop a functional school wide Behavior support plan and engaging Staff, parents ,students and the community as partners in Social Emotional learning.
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 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:
Teacher, Student and community Survey. Additionally there has been a marked disparity in student achievement and discipline between students of different socioeconomic groups and gender.
Findings from the Analysis of this Data:
The overall feeling is that Sam Brannan Middle School needs to focus on student understanding and the Social Emotional growth of the School Community.
How the School will Evaluate the Progress of this Goal:
The school will continue to survey the Staff, Students, Parents and the greater school community
Parent Engagement Activities Related to this Goal:
The School will partner with the school community in all aspects of developing the PBIS plan and engage all stake holders in fundamentals of Social Emotional Learning.
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).
The effectiveness of the actions associated with this goal will be enhanced as parents collaborate with teachers to support student understanding and grow both Socially and Emotionally.

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	
In accordance with our restructuring plan we are engaging in PD that revolves within the confines of "The Leader in Me" The seven essential habits of effective people.	All Staff	Healthy and Safe Schools LCAP 2.2	Title I Part A	4699	<input checked="" type="checkbox"/> All	Referral Data, and the amount of distributed Brannan Bucks
			LCFF S/C	7612		
In accordance with our restructuring plan we will use the leader in me curriculum to engage the School and its community in Social Emotional Learning	All Staff	Emotionally Safe Environment LCAP 2.2	Title I Part A	4000	<input checked="" type="checkbox"/> All	Referral Data and Data analysis of Safe School Survey
			LCFF S/C	3500		
Engage students, staff and the school community in understanding and awareness of the Special Education programs and their students on the Sam Brannan campus	All Staff	Physically and Emotionally safe learning environment LCAP 2.2	LCFF S/C	1300	<input checked="" type="checkbox"/> All	Referral Data and Data analysis of Safe School Survey

Planned Improvements in Student Performance

School Goal #2

SCHOOL GOAL #2:
Ensure that students are provided instruction that meets the narrowed focus of the common Core Standards, so that the learning needs of all students are met as measured by classroom observation, test analysis and the sharing of work at weekly CT meetings
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
3. All students will be taught by highly qualified teachers.
Data Used to Form this Goal:
State testing results, district provided benchmarks, and teacher developed exams.
Findings from the Analysis of this Data:
Students are struggling to meet the rigor of the Common Core Standards.
How the School will Evaluate the Progress of this Goal:
The school will continue to analyze State, district, and classroom designed assessment.
Parent Engagement Activities Related to this Goal:
Weekly parent/teacher conferences, ongoing parent engagement, sustained study and advocacy via SSC, and ELAC.
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).
Seeks to ensure all students are exposed to the rigor of the common Core Standards and productively engaged in learning.

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	
Provide professional development to teachers to support and enhance their knowledge of the Common Core State Standards:	All Teachers	Professional Development LCAP 1.1	LCFF S/C	5000	<input checked="" type="checkbox"/> All	Training, CPT, Walk Throughs
Provide professional development for teachers to support and enhance skills in the area of differentiation of instruction	All Teachers	Professional Development LCAP 1.1	LCFF S/C	5000	<input checked="" type="checkbox"/> All	Training, CPT, Walk Throughs
Provide opportunities for teachers to co-teach to improve instruction within the Common Core Standards	All Teachers	Professional Development LCAP 2.1	LCFF S/C	5000	<input checked="" type="checkbox"/> All	Principal will observe co-teaching opportunity and reflect and share out at curriculum meetings
Supplement the curriculum to include materials and technology that help the school to better meet the needs of the Common Core Standards.	All Staff	Supplemental Materials LCAP 1.1	LCFF S/C	25000	<input checked="" type="checkbox"/> All	SSC/Principal CPT and Grade level meetings
Provide opportunity to teachers to extend their day and provide extra assistance to students in academics and extra curricular activities like Mathletes and after school sports programs	All staff	Provide Students with Support LCAP 1.1	LCFF S/C	25000	<input checked="" type="checkbox"/> All	Monitor lesson plans and curriculum
As part of our restructuring plan we are Maintaining additional FTE to support lower class sizes and support students in ELA and Math. The Librarian will support students in the following ways <ul style="list-style-type: none"> Lunch and after school tutoring push into ELA and Math classes Provide all students with research skills 	Christine Plessas	Provide Students with Support LCAP 1.2	Title I Part A	69,072	<input checked="" type="checkbox"/> Low Income	SSC/Principal and Staff

Planned Improvements in Student Performance

School Goal #3

SCHOOL GOAL #3:
Stakeholder groups such as ASB, ELAC, SSC, and PTSA will enhance membership, and advocate for the quality of students' experience at Sam Brannan Middle School.
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
LEA Plan Goal Alignment
3. All students will be taught by highly qualified teachers.
Data Used to Form this Goal:
Attendance and discipline analyzed via socioeconomic and gender.
Findings from the Analysis of this Data:
There has been a disparity in the quality of experience among Brannan students along lines of socioeconomic status, ethnicity, and gender.
How the School will Evaluate the Progress of this Goal:
Students will take part in a year end survey. The survey will poll students Sam Brannan experience.
Parent Engagement Activities Related to this Goal:
Parent membership and participation in ELAC, SSC, and PTSA will increase.
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).
Parent support and advocacy will enhance student achievement and the quality of their experience.

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	
Utilize and/or acquire appropriate staff to facilitate parent advisor and/or related services. Purchase food and refreshments for parent evenings.	All staff	Parent Engagement LCAP 3.1	LCFF S/C	1500	<input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Low Income	Membership and engagement in the PTSA, SSC, ELAC, and ASB activities.
Organize, implement, and sustain a community/parent resource center with food and related resources to support collaborative meetings.	All Staff	Parent Engagement LCAP 3.1	LCFF S/C	128	<input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Low Income	Stakeholder use of PRC as measured by sign-in sheets.
Extended Day - Student, Teacher, Parent Data Analysis Wednesday Program. All discipline's Team convenes for 1 hr. to look at student work and develop plans to improve student achievement	All Staff	Parent Engagement LCAP 3.1 and 3.2	LCFF S/C	20000	<input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Low Income	Student Services Calendar Records
Participation in appropriate conferences to ensure stakeholders' participation in ASB, ELAC, SSC, PTSA, and others which are deemed optimal to continued success.	All Staff	Parent Engagement 3.1 and 3.2	LCFF S/C	5000	<input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Low Income	Conference attendance
Purchase supplemental materials in the form of technology to support the needs of students	SSC/ Principal	Supplemental Materials LCAP 1.1	LCFF S/C	8000	<input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Low Income	

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF S/C	112,040.00
Title I Part A	77,771.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,111.00
Goal 2	134,072.00
Goal 3	34,628.00

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
Enrique Flores	X				
Robert Priestley		X			
Susan Haren		X			
Midori Johnson		X			
Eric Arnett		X			
Christel Billingsly			X		
Tiffany Hunter				X	
Rosalinda Rezendez				X	
Jason Quintella				X	
Jovan Green					X
Emily Perry					X
Syraya Jones					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:

- X 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- X 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.
- X 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

- X 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.
- X 7. This SPSA was adopted by the SSC at a public meeting on 3-30-2017.

Attested:

Enrique Flores		
Typed Name of School Principal	Signature of School Principal	Date

Eric Arnett		
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?

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

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

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

Eliminating it from next year's plan

Continuing it with the following modifications:

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:

- X 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
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X 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


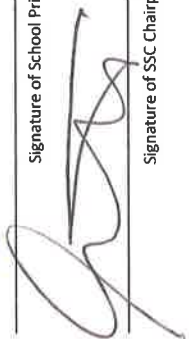
X 4. For Title I funded schools only The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.

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.

X 7. This SPSA was adopted by the SSC at a public meeting on 3-30-2017.

Attested:

Enrique Flores _____ Typed Name of School Principal	 _____ Signature of School Principal
3/30/17 _____ Date	3/30/17 _____ Date
Eric Arnett _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson