

The Single Plan for Student Achievement

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:

Contact Person: Garrett Kirkland
Position: Principal
Phone Number: (916) 228-5800
Address: 9325 Mirandy Drive
Sacramento, CA 95826
E-mail Address: Garrett-Kirkland@scusd.edu



The District Governing Board approved this revision of the SPSA on .

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, Pre-Algebra, Algebra, Geometry, 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 AVID. 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 boys' and girls' basketball, soccer, softball, track 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

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	766	781	781
African American	685		
American Indian			
Asian	817		
Filipino	792		
Hispanic	737		
Pacific Islander			
White	805		
Socioecon Disadvantaged	748		
English Learners	699		
Students w/ Disabilities	589		

*Produced in absence of a 2014 API Growth Report during California's Assessment Transition

2014 Adequate Yearly Progress Report (AYP) PI Year: 5

Percent Proficient	ELA	Math	PI
Schoolwide			
African American			
PIAmerican Indian			
Filipino			
Hispanic			
Pacific Islander			
Socioecon Disadvantaged			
English Learners			
Students w/ Disabilities			

Notes: AYP only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	8	15	20	38	15	29	5	10	4	8	52
8	5	12	19	46	12	29	1	2	4	10	41
Total	13	14	39	42	27	29	6	6	8	9	93

School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

Title III

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	56%	20.1%	45.1%	78.0%	78.2%
# Annual Testers	69	69	69	69	69
% w/ Prior-Year Data	95.7%			95.7%	95.7%
# in Cohort	66	8	62		
# Met AMAO	55	--	46		
% Met AMAO	83.3%	--	74.2%		

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	57.5%	21.4%	47.0%	89.0%	89.1%
# Annual Testers	63	63	63	63	63
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	63	15	58		
# Met AMAO	45	--	36		
% Met AMAO	71.4%	--	62.1%		

Title III	2013 - 2014				
-----------	-------------	--	--	--	--

	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	59.0%	22.8%	49.0%	100%	100%
# Annual Testers	84	84	84	84	84
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	84	13	74		
# Met AMAO	58	--	44		
% Met AMAO	69.0%	--	59.5%		

*In 2014, AYP was only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	766		699		748			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 th grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%								
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas								
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year								
		% increase in exemptions: ELA (3%, 2%)								
		% increase in exemptions: Math (2%, 3%)								
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks								
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		6.10%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	96.15%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%								
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	3.2							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			18.3%					
	API	Maintain: ALL, EL, SES until API is revised	766		699		748			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year) FTE increase: Custodians (by 21.5, maintain at 86.5)								

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster	
	FTE increase: Plant Manager (by 11, maintain at 71)								

Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as some schools provide additional information.

For Schools in Program Improvement:

What are the specific issues that caused the school to be identified in Program Improvement?

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.

Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.

Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

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

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

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

2014-15 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	108,106	0.00
LCFF LEP	19,585	0.00
LCFF F/R	138,573	0.00

Planned Improvements in Student Performance

School Goal #1

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.
SCHOOL GOAL #1:
Increase percent of students who are on track to graduate college and career ready.
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: How does this goal address the school's program improvement issues?
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 Sub Group	
Create writing center	AVID, Principals, all teachers, Clerical	staff writing center	Title I Part A: Allocation	\$9,625	Low Income	
		AR renewal	LCFF LEP	\$1,122.75	EL	
Open library full-time	All teachers Principal/AP	.5 librarian	Title I Part A: Allocation	\$46,525	Low Income	
		supplies	Title I Part A: Allocation	\$133.61	Low Income	
		duplicating	LCFF F/R	\$1,500	Low Income	
Develop Common Core instruction in all departments ~ELA: Novel studies & ELD support ~Math: manipulatives ~History: TCI support materials ~Science: lab supplies ~Electives: technology support ~PE: equipment needs	Principal/AP All Teachers	staff development	Title I Part A: Allocation	\$12,225	Low Income	
		increase technology	LCFF F/R	\$24,985.16	Low Income	
		shakespeare materials	LCFF F/R	\$349	Low Income	
Materials	Counselor All teachers	purchase site supplies	Title I Part A: Allocation	\$12,258.55	Low Income	
		riso	Title I Part A: Allocation	\$1,323	Low Income	
		riso ink and masters	Title I Part A: Allocation	\$393.84	Low Income	
		riso ink	LCFF F/R	\$393.84	Low Income	
Continue differentiated instruction/interventions including GATE and support classes (additional FTE) & homework club.	All teachers Administration	robotics	Title I Part A: Allocation	\$5,000	Low Income	
		ftc registration	Title I Part A: Allocation	\$550	Low Income	
		ftc field kit	Title I Part A: Allocation	\$81	Low Income	
		robotics carts	Title I Part A: Allocation	\$497	Low Income	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
		lego robotics	Title I Part A: Allocation	\$1063.14	Low Income	
		andymark	Title I Part A: Allocation	\$500	Low Income	
		tci resources	Title I Part A: Allocation	\$351	Low Income	
		tci resource binder	Title I Part A: Allocation	\$210.60	Low Income	
		teacher planning cpt	LCFF F/R	\$23,000	Low Income	
		substitutes	LCFF F/R	\$10,000	Low Income	
<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	Title I Part A: Allocation	\$2,000	Low Income	
communicate with families & community	admin	Print shop	Title I Part A: Allocation	\$10,000	Low Income	
			Title I Part A: Allocation		Low Income	
		student agendas	Title I Part A: Allocation	\$2369.26	Low Income	
		extra hours for staff	Title I Part A: Allocation	\$2,000	Low Income	
			Title I Part A: Allocation		Low Income	
		student agendas	LCFF F/R	\$2,000	Low Income	
		copier rental	LCFF F/R	\$5,500	Low Income	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
		parental involvement	LCFF F/R	\$1,500	Low Income
		parent meetings and classes	LCFF F/R	\$2,025	Low Income

Planned Improvements in Student Performance

School Goal #2

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.
SCHOOL GOAL #2:
Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.
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: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Integrate character education efforts into daily lessons	admin	mindful schools	LCFF F/R	\$18,000	Low Income	
provide students supplies to achieve success	admin	school supplies	LCFF F/R	\$18,000	Low Income	
		technology upgrades	LCFF LEP	\$18,068.41	EL	
Continue after-school programs to provide positive alternatives for students including Target Excellence, athletics, Mathletes, NJHS, MESA, etc.	admin & faculty	after school programs	LCFF F/R	\$15,000	Low Income	
reduce class size	admin & holmes	hire .2 science teacher	LCFF F/R	\$16,320	Low Income	

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
Action 3.2: Stakeholders will receive improved district and site communications including translation/interpretation services.
SCHOOL GOAL #3:
Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.
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: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Build connections with elementary school communities	admin	copy center	LCFF LEP	\$393.84	EL	
connect with families	admin	postage	Title I Part A: Allocation	\$500	Low Income	
		fingerprinting volunteers	Title I Part A: Allocation	\$500	Low Income	

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	138,573.00
LCFF LEP	19,585.00
Title I Part A: Allocation	108,106.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	179,481.75
Goal 2	85,388.41
Goal 3	1,393.84

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				
Michael Holt	X				
Holly Kosiewicz		X			
Marie Rodriguez		X			
Kenna Montoya			X		
Bert Graham			X		
Gary Kretzschmar		X			
John Avila			X		
Vanessa McHenry				X	
Renee Hamlin				X	
Katrinka Belnap				X	
Fletcher Christsian					X
Hana Kirkland					X
Karina Peacock				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

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 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 2016

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

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

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

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

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

Eliminating it from next year's plan

Continuing it with the following modifications: