

The Single Plan for Student Achievement

School: Sam Brannan Middle School
CDS Code: 34-67439-6059356
District: Sacramento City Unified School District
Principal: Al Rogers, Ed. D.
Revision Date: 1-7-15

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: Al Rogers
Position: Principal
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Sacramento, CA 95822
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The District Governing Board approved this revision of the SPSA on .

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 intellectually, socially, physically, and morally.

The staff at Sam Brannan is dedicated to preparing students for the challenges of high school 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, the Shakespeare Festival in Ashland, Oregon, Academic Talent Search, Robotics, special education, Washington DC, 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 all students achieving to their highest potential.

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

Academic Performance Index (API) 3-Year Average

| | 2013 Growth | Non Weighted | Weighted |
|--------------------------|-------------|--------------|----------|
| Schoolwide | 795 | 773 | 773 |
| African American | 732 | | |
| American Indian | | | |
| Asian | 887 | | |
| Filipino | | | |
| Hispanic | 776 | | |
| Pacific Islander | 838 | | |
| White | 816 | | |
| Socioecon Disadvantaged | 771 | | |
| English Learners | 730 | | |
| Students w/ Disabilities | 679 | | |

*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 | 12 | 25 | 13 | 27 | 11 | 23 | 5 | 10 | 7 | 15 | 48 |
| 8 | 6 | 16 | 10 | 27 | 10 | 27 | 6 | 16 | 5 | 14 | 37 |
| Total | 18 | 21 | 23 | 27 | 21 | 25 | 11 | 13 | 12 | 14 | 85 |

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 | 68 | 68 | 68 | 68 | 68 |
| % w/ Prior-Year Data | 100.0% | | | 100.0% | 100.0% |
| # in Cohort | 68 | 12 | 59 | | |
| # Met AMAO | 39 | -- | 26 | | |
| % Met AMAO | 57.4% | -- | 44.1% | | |

| 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 | 54 | 54 | 54 | 54 | 54 |
| % w/ Prior-Year Data | 100.0% | | | 100.0% | 100.0% |
| # in Cohort | 54 | 15 | 49 | | |
| # Met AMAO | 27 | -- | 21 | | |
| % Met AMAO | 50.0% | -- | 42.9% | | |

| 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 | 80 | 80 | 80 | 80 | 80 |
| % w/ Prior-Year Data | 100.0% | | | 100.0% | 100.0% |
| # in Cohort | 80 | 9 | 74 | | |
| # Met AMAO | 49 | -- | 37 | | |
| % Met AMAO | 61.3% | -- | 50.0% | | |

*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 | 795 | | 730 | | 771 | | | |
| | 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) | | 5.70% | | | | | | |
| | *Staff attendance | % of instructional school days present | | | | | | | | |
| | Student attendance | % increase: Schwide, EL, SES .05% each year, Foster 1% each year | 96.05% | | | | | | | |

| 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% | 0% | | | | | | | |
| | 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 | 6.6 | | | | | | | |
| Transformation | Title III AMAOs | % Meeting or exceeding AMAOs 1-3 | | | | | | | | |
| | EL Reclassification | % increase in RFEP rate (1% each year) | | | 0.0% | | | | | |
| | API | Maintain: ALL, EL, SES until API is revised | 795 | | 730 | | 771 | | | |
| 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?

In spring, 2013 Sam Brannan Middle School student performance did not meet AYP goals for all subgroups in reading and math and made safe harbor in 6 of 12 school-wide and subgroup areas. Specifically AYP goals for ELA were not met by the following groups: School-wide; Socioeconomically Disadvantaged; English Learners. For Mathematics: School-wide; Black or African American; Socioeconomically Disadvantaged; English Learners; Students with Disabilities. Note however, the school did meet API growth targets rising from a 2012 Base API of 789 to 795.

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.

2015-16 Allocations of Funds

Allocations of Funds

| Total Allocations by Funding Source | | |
|--|-------------------|---|
| Funding Source | Allocation | Balance (Allocations-Expenditures) |
| Title I Part A: Allocation | 87,607 | 0.00 |
| LCFF LEP | 12,839 | 0.00 |
| LCFF F/R | 112,296 | 0.00 |

Planned Improvements in Student Performance

School Goal #1

| |
|--|
| District/LCAP GOAL: |
| Action 1.1 : Provide standards aligned curriculum |
| 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: |
| Improve instructional core with school wide instructional training in high quality first Instruction strategies and Common Core Staten Standards. Achieving this will help all students perform better on the CAASPP, Benchmarks, and related assessments. |
| Data Used to Form this Goal: |
| Student performance data from previous state and federal mandated assessment; quarterly benchmarks in Mathematics, Science, and English Language Arts, instructional unit assessments and student products |
| Findings from the Analysis of this Data: |
| Classroom teaching needs to be tightly aligned to Common Core Standards; interventions have to be employed in direct alignment to classroom teaching in a timely manner. |
| How the School will Evaluate the Progress of this Goal: |
| Student performance on unit assessments and/or projects will be evaluated by teacher teams organized by grade-level and department at least monthly. Evaluation results will be utilized to update common course/pacing plans, daily instructional routines, and relevant formative assessments. |
| Parent Engagement Activities Related to this Goal: |
| Teachers will engage parents on student progress via Infinite Campus gradebooks, progress reports, report cards, and as-needed via phone calls and e-mails, Parent Teacher Conferences, Student Study Teams, or IEP meetings. Administrators will report on school-wide student performance trends via meetings with the School Site Council, ELAC, and to the PTSA. |
| For Schools in Program Improvement: How does this goal address the school's program improvement issues? |
| The effectiveness of the actions associated with this goal will be enhanced as parents collaborate with teachers to support aligned student behavior. This goes without saying for standing parent groups such as the School Site Council but the expectation is that all parents will engage their students in collaboration with the teachers. |

| 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 | |
| Provide teachers PD in common core in ELA, Math, Science. | ELA Math Science teachers, District Staff | Training in CCSS facilitated via District Training Specialists and Consultants | N/A | | All | Teacher Attendance to CCSS training by academic department. |
| | | Math classroom-embedded coaching via District Math Coach | N/A | | All | |
| Provide collaboration time, access to student achievement data, technology, instructional supplies, and coaching and focus on High Quality First Instruction and CCSS related teaching strategies | All Staff Administration | Curriculum Department Meetings | N/A | | All | Teacher attendance to Curriculum Department meetings every third Thursday; The frequency of teacher release periods for the purpose of peer observation and classroom support. Teacher collaboration and shadowing with faculty from partner schools such as JFK HS |
| | | Peer observation and classroom support, travel, and materials | Title I Part A: Allocation | 5400 | All | |
| | | Release Days and Materials for collaboration with faculty from partner programs such as JFK HS | LCFF F/R | 17296 | All | |
| Hire additional staff to lower class sizes and implement intervention classes in Math, ELA, ELL | Admin Staff | Hire additional teacher support via Library services | Title I Part A: Allocation | 66043 | All | All students complete a research project and science fair project. |

| 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 | |
| Develop and implement school wide expectations for the quality of student work and staff expectations. Schoolwide grading policy developed and implemented by 100% of faculty. | All staff Adminstrators | Teachers will use August Professional Development days to develop common syllabi, course designs, pacing plans, and quarterly benchmark and or capstone projects. | N/A | | All | All ELA, Mathematics, and Science coursework will be "mapped" with a common syllabus, course design, common pacing plan, and quarterly benchmark and/or capstone project |
| | | Student Flashdrives and related "cloud" service for student data and projects | Title I Part A: Allocation | 10,000 | All | |
| | | Teacher technological applications for implementation of curriculum | Title I Part A: Allocation | 6164 | All | |

Planned Improvements in Student Performance

School Goal #2

| |
|---|
| District/LCAP GOAL: |
| Action 2.1: Students will be provided cleaner |
| Action 2.2: All schools will become safer |
| Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities |
| SCHOOL GOAL #2: |
| All students will engage in at least one extra-curricular and/or cross-curricular project that requires collaboration with classmates to successfully complete. |
| Data Used to Form this Goal: |
| Student achievement patterns among students from different socioeconomic groups. Student discipline records organized by ethnicity, gender, and socioeconomics. |
| Findings from the Analysis of this Data: |
| There has been a marked disparity in student achievement and discipline between students of different socioeconomic groups and gender. |
| How the School will Evaluate the Progress of this Goal: |
| The school will continually track student achievement and analyze for discrepancies along socioeconomics, gender and ethnicity with the intention of identifying possible causes that can be addressed to close the achievement gaps. |
| Parent Engagement Activities Related to this Goal: |
| Weekly parent/teacher conferences, ongoing parent engagement, sustained study and advocacy via SSC, PTSA, and ELAC. |
| For Schools in Program Improvement: How does this goal address the school's program improvement issues? |
| Seeks to ensure all students are productively engaged with classmates to minimize isolation, enhance positive association and interaction, cultural proficiency, and personal efficacy. |

| 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 | |
| Implement intervention courses for students that are below grade level in ELA and Math. | All Staff | Extended Day Tutoring and support for students | LCFF F/R | 30000 | All | All students earning less than a C in core coursework should be engaged in tutoring and/or support services. |
| Implement Common Core State Standards: ELA by acquiring Reader Response journals, classroom novel sets, and related materials for students attaining CCSS for English, Language Arts | All Staff | All staff will participate in site-developed training and development in effective classroom practice | LCFF F/R | 15000 | | Percentage of ELA faculty participating in site-developed training. |
| Students and staff will attend enrichment and support activities to support and supplement the core curriculum. These activities will include tutoring in mathematics, ELA, and Science, field trips, service learning opportunities as part of Saturday School, student leadership conferences and key curriculum-related events, including but not limited to History Day and student achievement awards and assemblies. | All Staff | All students will participate in at least one extracurricular activity or cross-curricular project. | LCFF F/R | 20000 | All | Percentage of students participating in at least one extracurricular activity or cross-curricular project |
| Purchase Instructional Technology and instructional supplies increasing student engagement and differentiation. | All staff | All students will gain proficiency with computer technology | LCFF F/R | 30000 | All | Percentage of students producing at least one product utilizing computer technology; word processing, spreadsheet, and presentation applications. |

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 |
| SCHOOL GOAL #3: |
| Stakeholder groups such as ASB, ELAC, SSC, and PTSA will enhance membership, impact, and advocacy for the quality of students' experience at Sam Brannan Middle School. |
| 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: |
| The disparity in the quality of experience among should diminish as a result of these actions. |
| Parent Engagement Activities Related to this Goal: |
| Parent membership and participation in ELAC, SSC, and PTSA will increase. |
| For Schools in Program Improvement: How does this goal address the school's program improvement issues? |
| Parent support and advocacy will enhance student achievement and 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 Sub Group | |
| Utilize and/or acquire appropriate staff to facilitate parent advisor and/or related services. Purchase food and refreshments for parent evenings. | All staff | Instructional and communication materials for community groups. | LCFF LEP | 7711 | All | 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 | Purchase food and supplies for the Parent Resource Center | LCFF LEP | 128 | All | Stakeholder use of PRC as measured by sign-in sheets. |
| Sustain Parent Conference Wednesday Program aligning it with IEPs and SST procedures. | All Staff | Maintain a student services calendar and facilitate weekly PTCs, SSTs, 504s, and IEPs | N/A | | | Student Services Calendar Records |
| Participation in appropriate conferences to ensure stakeholders' participation in ASB, ELAC, SSC, and PTSA is optimal. | All Staff | Stakeholder participation in CABE and related conferences | LCFF LEP | 5000 | All | Participation in appropriate conferences |

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

| Total Expenditures by Funding Source | |
|---|---------------------------|
| Funding Source | Total Expenditures |
| LCFF F/R | 112,296.00 |
| LCFF LEP | 12,839.00 |
| Title I Part A: Allocation | 87,607.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 104,903.00 |
| Goal 2 | 95,000.00 |
| Goal 3 | 12,839.00 |

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 |
|------------------|-----------|-------------------|--------------------|----------------------------|--------------------|
| Al Rogers | X | | | | |
| Nisha Turturici | | X | | | |
| Matthew Schlager | | X | | | |
| Brad Fong | | X | | | |
| Robert Priestley | | X | | | |
| Lynnae Lipary | | | | X | |
| Cheryl Maciel | | | X | | |
| Norma Rodriguez | | | | X | |
| Grace Trujillo | | | | X | |
| Julian Williams | | | | | X |
| Naiyonah Allen | | | | | 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 .

Attested:

Al Rogers, Ed. D.

Typed Name of School Principal

Signature of School Principal

Date

Matthew Schlager

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:

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"/> | District/School Liaison Team for schools in Program Improvement | _____ Signature |
| <input type="checkbox"/> | Compensatory Education Advisory Committee | _____ Signature |
| <input type="checkbox"/> | Departmental Advisory Committee (secondary) | _____ Signature |
| <input type="checkbox"/> | 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 .

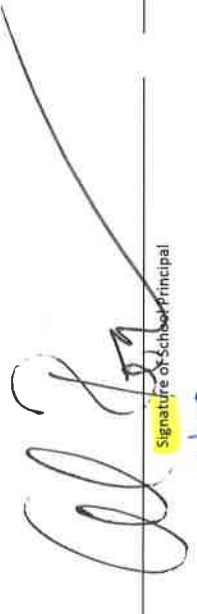
Attested:

Al Rogers, Ed. D.

Typed Name of School Principal

Matthew Schlager

Typed Name of SSC Chairperson



Signature of School Principal



Signature of SSC Chairperson

Date

1/16/15

Date