

# Hiram W. Johnson High School

School Name



## 2014-15 School Development and Improvement Plan

### Sacramento City Unified School District Strategic Plan Framework

*Pillar I: Career- and College-Ready Students*  
*Pillar II: Family and Community Engagement*  
*Pillar III: Organizational Transformation*

#### **Vision:**

Hiram Johnson High School provides innovative systems that support high academic achievement for all students. In cooperation with parents and community, we foster growth through rigorous courses of study and provide opportunities for developing leadership, character, and citizenship to prepare students for success in a competitive world.

#### **Mission:**

- Provide a rigorous, standards-based curriculum and instruction enabling all students to meet and exceed established measures of success;
- Ensure that all teaching is effective, meets the needs of all students, and promotes individual student growth;
- Empower students in developing the confidence and independence to make good decisions that will enable them achieve their life potential;
- Consistently reinforce the value and importance of education so that all members of our community understand their shared responsibilities in bringing about success;
- Be reflective and evaluative practitioners who use data to guide curriculum and instructional practices;
- Include parents, students and community as active members of the school community in the decision-making process.

## Profile of School (DATA)

### Guide To Success: Site Level Metrics

GUIDE TO SUCCESS FRAMEWORK OVERVIEW						
Area of Interest	Indicator	Metric	Measurement			
CAREER AND COLLEGE READINESS	1. State Academic Performance	CST “proficiency” in ELA		2012-13	2013-14	2014-15 Target
			Schoolwide	31%		
			Black or African American	21%		
			American Indian or Alaska Native	20%		
			Asian	37%		
			Filipino	29%		
			Hispanic or Latino	28%		
			Native Hawaiian or Pacific Islander	25%		
			White	42%		
			Two or More Races	33%		
			Socioeconomically Disadvantaged	30%		
			English Learners	7%		
			Students with Disabilities	9%		

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement			
		CST “proficiency” in Math		<b>2012-13</b>	<b>2013-14</b>	<b>2014-15 Target</b>
			Schoolwide	15%		
			Black or African American	4%		
			American Indian or Alaska Native	0%		
			Asian	24%		
			Filipino	0%		
			Hispanic or Latino	11%		
			Native Hawaiian or Pacific Islander	5%		
			White	16%		
			Two or More Races	11%		
			Socioeconomically Disadvantaged	16%		
			English Learners	13%		
			Students with Disabilities	5%		
		“Proficiency” in Science		<b>2012-13</b>	<b>2013-14</b>	<b>2014-15 Target</b>
			Schoolwide	44%		
			Black or African American	25%		
			American Indian or Alaska Native	50%		
			Asian	58%		
			Filipino	0%		
			Hispanic or Latino	36%		
			Native Hawaiian or Pacific Islander	50%		
			White	67%		
			Two or More Races	50%		
			Socioeconomically Disadvantaged	44%		
			English Learners	17%		
			Students with Disabilities	21%		

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement			
		“Proficiency” in History-Social Sciences (pending)		2012-13	2013-14	2014-15 Target
			Schoolwide	47%		
			Black or African American	31%		
			American Indian or Alaska Native	67%		
			Asian	54%		
			Filipino	50%		
			Hispanic or Latino	46%		
			Native Hawaiian or Pacific Islander	43%		
			White	56%		
			Two or More Races	11%		
			Socioeconomically Disadvantaged	48%		
			English Learners	26%		
			Students with Disabilities	3%		
	2. Post High School Preparation	8th grade cohort who graduate	73.8%			
		Enrollment and passing rates in AP/IB/dual-credit/college prep courses*	128		60.55%	
		On-track to meeting UC/CSU requirements (a-g)*	N/A			
K-2 Literacy Assessment (Team desires to move to PK-12)		N/A				
3. 21st Century Skills	Student Guide to Success (pending)	N/A				

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement
ENGAGEMENT	4. Attendance	Chronic absenteeism	18.70%
		Staff attendance	Certificated 94.44%
			Non-Certificated 93.58%
	5. School Connectedness	School Environment (staff, students, families)	N/A
		School Communication (staff, students, families)	N/A
		School Achievement (staff, students, families)	N/A
	6. Social-Emotional Learning	Information on the five indicators	
		Suspension Rate	suspension rate per 100 students 10.5
			Percent of school year missed (in days) from suspensions 0.32%
TRANSFORMATION	7. State Academic Performance of Target Demographics	CST "catch-up/keep-up" in ELA	Grd. 3 N/A
			Grd. 4 N/A
			Grd. 5 N/A
			Grd. 6 N/A
			Grd. 7 N/A
			Grd. 8 N/A
			Grd. 9 55.51%
			Grd. 10 32.70%
			Grd. 11 36.14%

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement	
		CST "catch-up/keep-up" in Math	Grd. 3	N/A
			Grd. 4	N/A
			Grd. 5	N/A
			Grd. 6	N/A
			Grd. 7	N/A
			Grd. 8	N/A
			Grd. 9	20.52%
			Grd. 10	34.38%
			Grd. 11	28.64%
		CST "catch-up/keep-up" in Science	Grd. 3	N/A
			Grd. 4	N/A
			Grd. 5	N/A
			Grd. 6	N/A
			Grd. 7	N/A
			Grd. 8	N/A
		CST Cohort Performance in ELA (2+ consecutive years at site)	Grd. 3	N/A
			Grd. 4	N/A
			Grd. 5	N/A
			Grd. 6	N/A
			Grd. 7	N/A
			Grd. 8	N/A
			Grd. 10	34.30%
			Grd. 11	35.24%

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement
		CST Cohort Performance in Math (2+ consecutive years at site)	Grd. 3 N/A
			Grd. 4 N/A
			Grd. 5 N/A
			Grd. 6 N/A
			Grd. 7 N/A
			Grd. 8 N/A
			Grd. 10 35.44%
			Grd. 11 28.78%
		CST Cohort Performance in Science (2+ consecutive years at site)	Grd. 3 N/A
			Grd. 4 N/A
			Grd. 5 N/A
			Grd. 6 N/A
			Grd. 7 N/A
			Grd. 8 N/A



**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement		
		Achievement Gap Performance CST ELA	Number Taken	Percent Passed	Gap
			White	74	41.89%
			African-American	136	21.32%
			Asian	331	36.86%
			Hispanic/Latino	432	27.55%
			American Indian	10	20.00%
			Filipino	7	28.57%
			Pacific Islander	20	25.00%
			Two or more ethnicities	30	33.33%
			Non-Special Ed	925	33.62%
			Special Ed	115	7.83%
			Non-ELL	405	31.36%
			ELL	300	7.00%
			Non-Foster Youth	1111	29.06%
			Foster Youth	12	50.00%
			Non-FRPL	267	32.96%
			FRPL	773	30.01%

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement					
		Achievement Gap Performance CST Math	Number Taken		Percent Passed	Gap		
			White	68	16.18%	N/A		
			African-American	128	3.91%	12.27%		
			Asian	323	24.15%	-7.97%		
			Hispanic/Latino	411	11.19%	4.98%		
			American Indian	10	0.00%	16.18%		
			Filipino	6	0.00%	16.18%		
			Pacific Islander	19	5.26%	10.91%		
			Two or more ethnicities	28	10.71%	5.46%		
			Non-Special Ed	880	15.68%	N/A		
			Special Ed	113	5.31%	10.37%		
			Non-ELL	380	10.53%	N/A		
			ELL	287	13.24%	-2.71%		
			Non-Foster Youth	1111	14.04%	N/A		
			Foster Youth	12	8.33%	5.71%		
			Non-FRPL	253	10.28%	N/A		
			FRPL	740	15.95%	-5.67%		
			8. Post High School Performance of Target Demographics	8th Grade Graduation "Cohort Performance"				

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement		
		Achievement Gap 8th Grade Graduation	Number Taken		Percent Passed
					Gap
			White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
			FRPL		
		AP/IB Courses "Cohort Performance"			

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement		
		Achievement Gap AP/IB Enrollment	Number Taken	Percent Passed	Gap
			White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
			FRPL		

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement		
		Achievement Gap AP/IB Passing		<b>Number Taken</b>	<b>Percent Passed</b>
					<b>Gap</b>
			White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
			FRPL		
		UC/CSU On-Track Catch-up and Keep-Up		N/A	
		UC/CSU On-Track "Cohort Performance"		N/A	
		Achievement GapUC/CSU On Track		N/A	
		Literacy "Catch-up and Keep Up"		N/A	

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

<b>Area of Interest</b>	<b>Indicator</b>	<b>Metric</b>	<b>Measurement</b>
		<b>Literacy Cohort Performance (2+ consecutive years at site)</b>	N/A
		<b>Achievement Gap Performance Literacy</b>	N/A

## Profile of School (DATA)

### Academic Performance Index – A.P.I.

Groups	2011 Base	2012 Growth	2011-12 Growth Target	2011-12 Growth	Met Target	2012 Base	2013 Growth	2012-13 Growth Target	2012-13 Growth	Met Target	2013 Base	2014 Growth	2013-14 Growth Target	2013-14 Growth	Met Target
Schoolwide	669	703	7	34	Yes	703	700	5	-3	No					
Black or African American	552	596	12	44	Yes	596	612	10	16	Yes					
American Indian or Alaska Native							515								
Asian	721	743	5	22	Yes	742	757	5	15	Yes					
Filipino															
Hispanic or Latino	652	690	7	38	Yes	690	679	6	-11	No					
Native Hawaiian or Pacific Islander	675	716				716	686								
White	716	739				739	744								
Two or More Races	617	715				715	744								
Socioeconomically Disadvantaged	667	702	7	35	Yes	702	705	5	3	No					
English Learners	656	695	7	39	Yes	694	673	5	-21	No					
Students with Disabilities	439	503	18	64	Yes	503	538	15	35	Yes					

## Profile of School (DATA)

### Adequate Yearly Progress (AYP) Components – Hiram W. Johnson High School (PI Status: )

#### Component 1: Participation Rate

Category	English Language Arts									Mathematics								
	2012			2013			2014			2012			2013			2014		
	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method
AYP Target	95.0			95.0			95.0			95.0			95.0			95.0		
Schoolwide	99	Yes		97	Yes					99	Yes	SH	99	Yes				
Black or African American	95	--		97	--					95	--		99	--				
American Indian or Alaska Native	100	--		67	--					100	--		100	--				
Asian	99	Yes		97	Yes					100	Yes		99	Yes				
Filipino	100	--		100	--					100	--		100	--				
Hispanic or Latino	99	Yes		98	Yes					99	Yes		99	Yes				
Native Hawaiian or Pacific Islander	100	--		89	--					86	--		100	--				
White	100	--		100	--					100	--		100	--				
Two or More Races	100	--	N/A	100	--					100	--	N/A	100	--				
Socioeconomically Disadvantaged	99	Yes		98	Yes					99	Yes		99	Yes				
English Learners	100	Yes		98	Yes					100	Yes		99	Yes				
Students with Disabilities	96	--		95	--					96	--		99	--				



## Profile of School (DATA)

### Adequate Yearly Progress (AYP) Components – Hiram W. Johnson High School (PI Status: )

#### Component 2: Percent Proficient – Annual Measurable Objectives (AMOs)

Category	English Language Arts									Mathematics								
	2012			2013			2014			2012			2013			2014		
	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method
AYP Target (ES/MS)	78.4			100						79.0			100					
AYP Target (HS)	77.8			100						77.4			100					
Schoolwide	37.6	No		32.0	No					46.4	Yes	SH	46.9	No				
Black or African American	21.4	--		22.2	--					28.6	--		17.4	--				
American Indian or Alaska Native	--	--		--	--					--	--		--	--				
Asian	37.4	No		39.6	Yes	SH				51.3	No		67.7	Yes	SH			
Filipino	--	--		--	--					--	--		--	--				
Hispanic or Latino	38.4	Yes	SH	26.5	No					44.7	Yes	SH	43.9	No				
Native Hawaiian or Pacific Islander	--	--		--	--					--	--		--	--				
White	52.4	--		59.1	--					52.4	--		45.5	--				
Two or More Races	50.0	--	N/A	--	--					58.3	--	N/A	--	--				
Socioeconomically Disadvantaged	38.0	No		30.3	No					45.4	Yes	SH	47.2	No				
English Learners	28.9	No		16.3	No					39.8	Yes	SH	47.7	No				
Students with Disabilities	10.3	--		11.6	--					17.9	--		25.0	--				

## Profile of School (DATA)

### Adequate Yearly Progress (AYP) Components – Hiram W. Johnson High School (PI Status: )

#### Component 3: Academic Performance Index (API) Additional Indicator for AYP

#### Component 4: Graduation Rate

Category	2012			2013			2014			2012			2013			2014		
	2011 Growth API	Met AYP Criteria	Alt. Method	2012 Growth API	Met AYP Criteria	Alt. Method	2013 Growth API	Met AYP Criteria	Alt. Method	2011 Grad. Rate (Class of 2009-10)	Met Grad. Rate Criteria	Alt. Method	2012 Grad. Rate (Class of 2010-11)	Met Grad. Rate Criteria	Alt. Method	2013 Grad. Rate (Class of 2011-12)	Met Grad. Rate Criteria	Alt. Method
AYP Target	710			740			770											
Schoolwide	669	Yes		703	No					58.63	No		70.93	Yes				

## Profile of School (DATA)

### Adequate Yearly Progress (AYP) Safe Harbor Targets for Hiram W. Johnson High School

#### Using 2014 Percent Proficient to Determine Minimum Safe Harbor Percent

GROUPS	English-Language Arts								Mathematics							
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2014 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2014 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target
Schoolwide																
Black or African American																
American Indian or Alaska Native																
Filipino																
Hispanic or Latino																
Native Hawaiian or Pacific Islander																
Two or More																
Socioeconomically Disadvantaged																
English Learners																
Students with Disabilities																

#### 2014 AYP Percent Proficient Targets

ES: ELA: 100% / Math: 100%

MS: ELA: 100% / Math: 100%

HS: ELA: 100% / Math: 100%

## The SDIP Process

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Describe the process that the school has gone through in compiling the SDIP – this page is included so that all stakeholders are reminded of the collaborative process and in order that anyone reading the document is aware that school development and improvement is through a collaborative approach.



- [X] Gather data
- [X] Analyze, reflect upon & discuss data
- [X] Find Big Messages from Data
- [X] Organize Big Messages by Common themes
- [X] Identify 2-3 priorities from Big Messages
- [X] Plan actions to support priorities
- [X] Merge actions, create time line and identify funding
- [X] Design evaluation process and structures
- [X] Inclusive list and dates of collaborative stakeholder meetings

The school achievement data are shared with staff at the beginning of the school year to identify school's areas of strength and weakness. Initial SDIP draft is shared with staff, community members, students, and School Site Council Members for input and suggestions. Teachers review and discuss in department and SLC meetings and provide feedback after each draft. School Site Council reviews, discusses and provides feedback in their monthly meeting. The School Site Council approves the final report before it is sent to the district administrators for review and final approval.

## Big Messages

### From our analysis of current school context, the following BIG messages were identified:

#### What is working at Hiram Johnson:

- Student behavior and attendance have continued to improve.
- Student dropout rate has decreased significantly.
- Student academic achievement has improved significantly in recent years.
- Transition to the Common Core State Standards has begun and is well-received by students, families, and staff.
- The school has extensive enrichment and support programs highlighted by Johnson Health Center, Student Support Services and the ASSETS Program.
- The school has multiple Small Learning Communities and California Partnership Academies that cater to diverse interests of the students.
- The school has strong partnerships with external organizations through Health Center, Student Support Services, California Partnership Academies, and Small Learning Communities.
- Collaboration and common planning time for staff have resulted in the creation of rigorous common expectations for students across grade levels.

#### What is not working at Hiram Johnson:

- A disproportionately high percentage of student discipline problems involve Special Education, African American, and Hispanic students.
- The achievement gap between student subgroups is profound and resistant to change.
- Truancy rate remains high.
- Parent involvement in campus climate and student performance is insufficient.
- Passing rate for sophomores taking the CAHSEE English Language Arts exam remains low.
- Too few students are graduating ready for college-level English and mathematics courses.
- Too few graduates are meeting A-G requirements for university admission.
- High achieving students residing within the school's attendance area still choose other high school options in large numbers.
- The organizational infrastructure (master schedule, small learning communities, California Partnership Academies), has yet to yield a large number of students prepared for college and career.

#### What needs to be done to improve Hiram Johnson (from SQR and WASC):

- Sustain the vision and mission of the school, its values and beliefs, and build the commitment of the school team around agreed unified expectations. Ensure all school staff

members understand what is required of both themselves and others through the continued implementation of a small number of non-negotiable school practices.

- Enhance the quality of teaching and learning throughout the school by expanding teachers' respective portfolios of teaching strategies through common planning time and robust professional development opportunities.
  - Strengthen the program fidelity of each Small Learning Community such that the quality of experience for students is distinct from pathway to pathway and consistent insofar as it prepares students for graduation, college, and career.
  - Develop a school-wide culture of high expectations for self and others consistent with a college and career-ready environment.
  - Develop a system of support for social-emotional learning and enhancement of student experiences at Hiram Johnson supporting the whole learner.
- Sustain the long-term strategic plan to address identified priorities created via WASC action plans showing how each part of the plan will be delivered. This includes measurable success criteria and interim benchmarks to evaluate progress and inform instruction.
- As stated in the WASC action plans we will continue to improve the quality of teaching and learning by:
  - Establishing and agreeing upon the characteristics of effective teaching;
  - Providing on-going professional development to promote consistency and good practice; and
  - Working with the district to put in place the supportive structures needed to enable the school to succeed and strengthen instructional leadership so that the school has the capacity to support and monitor its own progress.
- Continue to develop understanding and improve the use of assessment by:
  - Defining the purpose of formative and summative assessment;
  - Establishing what information is needed when and by whom to maximize student progress;
  - Creating common assessment tools for use across grade levels and individual subject matter areas; and
  - Adapting instruction to meet individual student need based on assessment information.
- Improve the analysis of data at all levels to set goals for school, academy, grade, class, and individual students and monitor progress through interim benchmarks. Establish systematic procedures to monitor student performance and tailor instruction more effectively.
- Improve communication at all levels to ensure that:
  - All stakeholders know the school's overall aims and plans;
  - The school's successes and events are more widely recognized;
  - Community members are aware of school activities and partnership opportunities with the school and pathways; and
  - Parents are better informed about how to work in partnership with the school.
- Raise the percentage of graduates who matriculate to a university upon graduation without the need for remediation in core subjects.
  - Raise the percentage of graduates completing A-G requirements for admission into a four-year university.
  - Continue to work closely with feeder schools and our post-secondary partners to vertically align instruction and expectations.



<b>Priority 1:</b>	Sustain and enhance the school's rigorous and relevant standards-based curriculum and instruction to improve student achievement and establish college-going culture and career readiness. Rigorous and relevant Common Core Standards-aligned curriculum and instruction, particularly with a focus on reading and writing across the curriculum, will increase student engagement and improve academic achievement for all students including English Language Learners and students with disabilities.
<b>Priority 2:</b>	Sustain systems, tools, and training to equip all staff members with the skills and resource to institute a data-driven decision making culture. When equipped with knowledge and skills on how to access and analyze student learning data, teachers can plan, implement, and adjust learning opportunities that promote academic achievement and personal growth for all students.
<b>Priority 3:</b>	Continue to increase opportunities for parents and community members to actively engage in school activities and decision making process. Active and positive community engagement on campus leads to positive school culture which in turn leads to cooperative work between school, parents, community, and students to improve student achievement.

#### 2014-15 Allocations of Categorical Funds

Title I	LCFF – F/R	LCFF - EL	QEIA	Other: Priority School Title 1	Other:
\$214548	\$311758	\$87914	\$1453000	\$950,671	



## Parent Engagement and Partnership Activities To Reach School Priority Goal

To directly support school priority goals (academic, non-academic, climate) in the School Development and Improvement Plan (SDIP), the plan should include a Parent Engagement and Partnership component. The component develops programs, training, and activities in the six Epstein areas below to support the school improvement goal.

### Parenting

To reach school priority goal, strategies should be developed to help parents understand how they can assist their children. If the priority goal is to increase reading scores, the school should offer parenting workshops to help instill in children a love of reading, or workshops to help parents understand the content standards in the area of reading and how they can help.

### Communication

To reach school priority goal, strategies should be developed to help parents with the information and the vision of the benefits of the improvement goal. If the improvement goal is to increase math scores, a communication strategy may include stories about the importance of learning math in the school's newsletter or an awareness campaign that culminates in recognition awards.

### Home Learning

To reach school priority goal, strategies should be developed that improve the teacher-parent relationship, and that helps the parent to know how to more effectively collaborate and support classroom learning.

### Volunteering

To reach school priority goal, strategies should be developed that solicit the assistance of parents in areas that will help the school reach their priority goal. If the school improvement goal is to improve safety in the campus, parent volunteers could be solicited to be hall monitors.

### Decision Making

To reach school priority goal, strategies should be developed to strengthen and involve parent and community leaders to partner with the school to achieve all goal. Parent leaders should assist the school in encouraging other parents to provide needed support

### Community

To reach school priority goal, strategies should be developed to solicit support from community organizations, local businesses, etc. Partnering with a local business, for example, could provide the school with needed money for projects, resources or volunteers with special kinds of expertise.

## LCAP Goals and Sub Goals

<b>Goal 1: Increase percent of students who are on track ot graduate college and career ready.</b>
Sub Goal 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
Sub Goal 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Sub Goal 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.

<b>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.</b>
Sub Goal 2.1: Students will be provided cleaner, better maintained learning environments.
Sub Goal 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.
Sub Goal 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.

<b>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD</b>
Sub Goal 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
Sub Goal 3.2 Stakeholders will receive improved district and site communications, including translation/interpretation services.

## Whole School Priority #1

<b>Priority Goal 1</b>	Sustain and enhance the school's rigorous and relevant standards-based curriculum and instruction to improve student achievement and establish college-going culture and career readiness. Rigorous and relevant Common Core Standards-aligned curriculum and instruction, particularly with a focus on reading and writing across the curriculum, will increase student engagement and improve academic achievement for all students including English Language Learners and students with disabilities.
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Ongoing from September, 2014: Program students, in particular English Learners and students with disabilities, into appropriate courses that meet high school graduation requirements and college entrance requirements.	AP in charge of Master Scheduling Counselors EL Coordinator	General Fund	1.1	<b>Int 1</b> Identify students that are not on track toward graduation due to programming errors.	Counselors and EL Coordinator meet with parents to discuss each student's program as it relates to state program requirement, graduation and college entrance requirements.	Counselors and EL Coordinator continue to monitor student program, and evaluate incoming students' programs and make changes as necessary.
	Counselors, AP of Master Scheduling, EL Coordinator	Title I: \$72,856 QEIA : \$517,018	1.1	<b>Int 2</b> Schedule identified students into the correct classes needed this year and classes that they missed in prior years.		
	Master Scheduling Technician	EIA-LEP \$53,323 Priority School Title I: \$25,000	1.1	<b>End</b> All Johnson students are scheduled into the correct classes as dictated by graduation requirements, EL and SPED requirements.		
Ongoing, from September, 2014: Expand Co-Teaching Model in the Special Education Program to provide students with disabilities equitable access to core curriculum.	AP in charge of Special Education	Priority Title I - \$76,496 Title I: \$83,887	1.2	<b>Int 1</b> Students are programmed into regular core classes staffed by both a Special Education and General Education teacher working together to deliver instruction.	Teachers, administration and counselors meet with parents to explain how the co-teaching experience can help students meet their IEP goals and increase student achievement.	Administration continuously monitors and supports co-teaching faculty to ensure that the program is implemented with fidelity. Both co-teaching partners are identified as teacher of record on student schedules.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Special Education and General Education Teachers	QEIA: \$83,998	1.2	<b>Int 2</b> Special and General Education teachers plan lessons in concert and both deliver instruction in the co-taught classroom.	Parents will communicate equally with both the General and Special Education teachers as equals in their students' education. The IEP Process will support student progress toward established goals.	Administration monitors instruction to ensure teachers assigned as co-teaching partners are working together to deliver instruction, monitor behavior, and assess student progress.
	Special Education, General Education teachers and Counselors		1.3	<b>End</b> Special education students enrolled in co-teaching classrooms are experiencing gains in knowledge and achievement. Behavior issues are minimized in the co-taught classroom	Parents feel comfortable with both co-teachers and communicate with both on a regular basis. The IEP Process is used to monitor, evaluate, and modify student goals accordingly.	Teachers and counselors monitor student performance, attendance, behavior, and passing rates to evaluate student achievement. Modifications in co-teaching strategies are made as a part of a recursive evaluative process.
Ongoing, from September, 2014: Sustained support of Read 180 and Mathematics Intervention Classes. Increased support of System 44 classes for English Language Learners	AP in charge of Master Schedule	Priority School Title I: \$144,864 QEIA \$35,737	1.2	<b>Int 1</b> Programming all 9th and 10th graders to appropriate Mathematics and English Intervention classes. Programming of English Language Learners into ELD support and System 44 reading courses as appropriate.	Counselors meet with parents to discuss each student's program as it relates to student need, state program requirements, graduation requirements, and college entrance.	Counselors continue to monitor student programs, evaluate incoming students' course assignments, and make changes as necessary. Utilize Read180 placement tests for reading intervention.
	Master Schedule Technician		1.2	<b>Int 2</b> Students appropriately placed in intervention classes. Re-organize teacher assignments, balance the master schedule.		
	Master Schedule Technician/Special Education, General Education Teachers		1.2	<b>End</b> All 9th and 10th grade intervention students and English Language Learners are scheduled into the appropriate courses including Mathematics and English Intervention classes.	Student progress reports issued to monitor student achievement and parent-teacher conferences held as needed.	Student performance on unit and benchmark assessments in math and English courses utilized to evaluate student progress. Students exited from intervention program as indicated by increased performance on assessments.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Ongoing from September 2014: Support continued development and expansion of ALPHA pathway to support advanced learners.	AP of Master Scheduling, Counselors	Priority School Title I: \$150,000	1.1	<b>Int 1</b> Identify incoming 9th graders who would benefit from participation in cohort advanced coursework and summer preparation program. Schedule students into advanced courses. Cohort 10th, 11th, and 12th grade students in advanced/AP courses as appropriate	Counselors and Teachers meet with parents to discuss opportunities and benefits of enrolling in advanced coursework for graduation and college matriculation.	The counselors and the AP of Master Schedule continue to monitor to ensure that all students are taking the correct course.
	Teachers, Counselors		1.1	<b>Int 2</b> Teachers of students enrolled in advanced courses at all grade levels meet to discuss student performance, how to support the rigor of an advanced pathway, and to plan instruction.	Teachers, administration, and counselors promote the collaborative nature of the advanced pathway to students in higher grade levels, parents, and community members.	Administration continuously monitors participation in the advanced pathway to ensure student support and achievement. Adjustment to student schedules made as necessary.
	Master Schedule Technician		1.1	<b>End</b> Students are enrolled in advanced courses which challenge their academic abilities and support their success in post-secondary education and career situations.		
Ongoing from September 2014: Sustain CPA courses' alignment with CPA requirements and CPA student outcome focus and Linked learning.	AP of Master Schedule	CPA Coordinators (CPA grant) \$60,000 QEIA: \$60,000	1.2	<b>Int 1</b> Core courses for each Academy meet purity test by containing only students enrolled in the CPA. Sequential CTE courses supporting the expected student outcomes in each CPA career pathway are clearly articulated and available only to Academy students.	CPA Coordinators and counselors have conferences and meeting with parents to discuss how the courses meet student outcomes and expectations and support college-going culture by satisfying A-G requirements.	AP in charge of master schedule, counselors and CPA Coordinators continue to assess and make adjustments to ensure that all courses are approved and support CPA career pathway student outcomes as well as promoting a college going culture.
	AP of Curriculum and Instruction		1.2	<b>Int 2</b> Courses are articulated and follow the course sequence set forth by each pathway for grades 10-12. All courses are approved by UCCI and SCUSD.		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	CPA Coordinator s	CPA Grants	1.2	<b>End</b> All core and CTE courses are pure and support the CPA career pathway student outcomes. CTE courses meet A-G requirements. All Academy students are enrolled in the appropriate core and CTE electives.		
Ongoing from September 2014: Support clear standards-based classroom and instructional plan (physical environment, instructional delivery, classroom management and research-based strategies) to the staff as outlined in the walkthrough form.	AP of Professional Development, Site Instruction Coordinator	QEIA - \$71,925	1.3	<b>Int 1</b> 85% of teachers attend site-developed, standards-based classroom management and instruction training including but not limited to classroom environment design, common lesson planning, analysis of student work, and reflection/revision of practice.	Principal shares classroom expectations with parents and community members in community engagement forums.	Attendance at common planning time and site-based professional development is encouraged and monitored to ensure teachers are proficient in classroom and instructional plans.
	Principal	QEIA \$125,000 Instructional Supplemental Supplies	1.3	<b>Int 2</b> 85% of teachers are implementing the Common Core State Standards-based curriculum and instruction successfully and in collaboration with their peers.	Administration communicates with students at the beginning of each quarter during administrative grade level classroom visits designed to discuss academic expectations, rigor, and standards-based instruction.	Walkthrough data from each classroom visit are collected and analyzed to assess whether teachers understand and are implementing indicated elements correctly.
	Principal, Assistant Principals	Priority School Title I: \$78,048 QEIA - \$34,213	1.3	<b>End</b> All teachers know and are able to implement all the physical environment elements (posting of agenda, objectives, rubrics, grading policy, standards, student work). Teachers collaborate to create common lessons, evaluate student work, and revise teaching based on student performance data		Academic conferences with individual teachers to provide support and resources. Written walkthrough feedback from administration to acknowledge what is working well and what needs additional focus.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Ongoing from September, 2014: On-site professional development opportunities are provided to improve teaching methods focused on reading and math intervention.	Site Instruction Coordinator	QEIA \$60,000 EIA - LEP: \$5,268	1.3	<b>Int 1</b> Teachers of students functioning below grade level in Mathematics have appropriate resources to support their acceleration to grade-level academic competency using I Learn Mathematics Intervention.		Individual and group trainings for teachers are provided to ensure implementation according to the resources' design. Ongoing analysis of participating students' performance on benchmark assessments in Mathematics.
	Site Instruction Coordiniator	QEIA: \$85,000	1.3	<b>Int 2</b> Teachers of EL Students functioning beginning and early intermediate levels on English Language Arts CELDT testing have appropriate resources to support their acceleration to grade-level academic competency using System 44/ Read 180 Next Generation Scholastics.		Individual and group trainings for teachers provided to ensure implementation according to the resources' design. Ongoing analysis of participating students' performance on Read 180/System 44 unit exams and benchmark assessments in English Language Arts.
	Teachers, Site Instruction Coordinator		1.3	<b>End</b> All teachers of students performing below grade level in English Language Arts and/or Mathematics have been trained in supportive teaching methods and have access to rich support curriculum materials.	Administration and Teachers identify and communicate to students and their parents specific academic skill deficits and progress students are making in overcoming those deficits. Progress reports are sent home quarterly and parents have access to grades and assignments posted in Infinite Campus.	Passing rates of students in support programs and number of students whose skill level increase beyond the need for support will be monitored and evaluated to determine necessary shifts in methodology. Quarterly, detailed progress reporting on Benchmark Exams will be analyzed to determine areas of continued focus.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>Ongoing from September 2014: Increase implementation of research based ELA (System 44/Read 180) and Matn (iLearn) expanded learning intervention programs for students scoring below grade level as indicated by CAASP and site-based assessments.</p> <p>Determine the number and length of intervention sessions (including Saturday Scholar programs) based on the number of students in need, available staff, and funding.</p> <p>Determine supervision, scheduling, staffing, and location of intervention services.</p> <p>Determine instructional materials needed for intervention and the appropriate assessment tools to be used based on student academic needs.</p> <p>Determine if additional students identified through site-based assessment can be placed in the appropriate programs.</p>	<p>Principal, Assistant Principals, Site Instruction Coordinator s, Teachers, Counselors</p>	<p>Priority School Title I: \$154,525</p>	<p>1.2</p>	<p><b>Int 1</b> Goals for each student participating in the intervention program will be set which indicate that students will increase performance on standardized testing by at least one achievement level. Goals for individual students will be specific and set based on the metrics of the assessment tool used. Pre-assessments consistent with the evaluation tool will be administered to students upon entering the intervention programs in order to establish a benchmark from which post-assessment and improvement can be determined.</p>	<p>By October 2014 parents of students scoring below grade level on standardized testing will be contacted via letter offering the opportunity to participate in math (iLearn) and/or ELA (System 44/Read 180) intervention programs, targeted tutoring, and Saturday Scholar programs offered with specific math/ELA focus. Other students needing support will be added to the intervention programs on a ongoing basis as site-based assessment indicates and space allows.</p> <p>Teachers in the intervention programs will communicate intervention goals that address students' needs directly to parents and strategies will be shared for at-home practice and support.</p>	<p>Intervention teachers, along with classroom/content teachers, will monitor the achievement of students participating in the intervention programs through examination and analysis of student work, performance on benchmark exams and other formative assessments, attendance, and other observable data.</p>
	<p>Content area teachers, intervention teachers</p>		<p>1.2</p>	<p><b>Int 2</b> By January 2015, the mid-point of the intervention program, progress monitoring will be utilized for assessing student progress. Students will be expected to have progressed at least 50% toward achieving their goal(s). Instruction in the intervention program will be individually adjusted to address deficiencies in student performance. Student progress will be discussed by core content teachers at department meetings and during common planning time.</p>	<p>By the end of November 2014 intervention teachers will provide parents with a progress report indicating student progress toward goals set in October 2014. The progress reports will specifically address student achievement toward goals as well as adjustments made to interventions as necessary.</p>	<p>Classroom/content teachers will meet regularly with intervention teachers to review progress an specifically to review progress reports at the midpoint of the program. An examination of the midpoint assessment results, student work, benchmark data, and other formative assessment information will be discussed along with attendance and other anecdotal evidence of student performance.</p>



Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				<p><b>End</b> By June 2015, core and intervention teachers will examine several indicators of student performance to evaluate the effects of the program on student achievement.</p> <p>A post-assessment will be administered and results analyzed to determine if students have met their goal(s).</p> <p>A student survey will be administered to assess students' attitudes toward the intervention programs, their beliefs about their performance during the program, and their perception of the benefits they have received through participation in the program.</p> <p>Based on review and analysis of surveys and performance data, core and intervention teachers, along with parents, will determine the next steps to improve students' academic performance.</p>	Post-assessment results and next steps as determined by core and intervention teachers will be shared with parents. The information will include the progress students have made toward their individual goals, student survey response data, and suggested next steps for student instruction.	Classroom/content teachers, along with intervention teachers, review students' goals and post-assessment results in addition to a host of other student performance data (student work, benchmark and other formative assessment data, attendance, and other observable data). The instructional team will determine the appropriate next steps for each student.

## Whole School Priority #2

<b>Priority Goal 2</b>	Sustain systems, tools, and training to equip all staff members with the skills and resource to institute a data-driven decision making culture. When equipped with knowledge and skills on how to access and analyze student learning data, teachers can plan, implement, and adjust learning opportunities that promote academic achievement and personal growth for all students.
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Ongoing, from September 2014: Provide ongoing professional development opportunities on how to analyze formative and summative achievement data from unit and benchmark assessments, and how to access data in Data Director.	AP of Curriculum and Instruction, Site Instruction Coordinator	QEIA - \$25,000	1.3	<b>Int 1</b> Teachers are aware of variety of achievement data from state-mandated standardized assessments available on both the CDE website and district data web (Data Director).	Through Parent Center, administration and Parent Advisors provide relevant school achievement data to the parents and educate parents on how to interpret these data.	Continuously monitoring Data Director activities to see whether teachers are accessing the program.
		EIA-SCE: \$25,000	1.3	<b>Int 2</b> Teachers regularly use information from Data Director to analyze student performance and achievement data.		Data Inquiry conferences to review student achievement data (CAASP, CAHSEE, benchmarks and teacher-made assessments) to see what support teachers need.
			1.3	<b>End</b> All core teachers use Data Director to administer tests and interpret student performance on a group and individual basis. Data from Data Director and standardized testing are used to guide curriculum planning and instruction.		Review of scope and sequence documents to determine revisions in instruction made as a direct result of data-driven decision making and to support teachers where necessary.
Ongoing from September 2014: Revise teacher-developed benchmark assessments for core subject matter areas to the Common Core State Standards (CCSS), National Standards, and CAHSEE. Include cross-curricular activities in benchmark exams where appropriate.	AP of Professional Development, Site Instruction Coordinator	QEIA (teacher stipend \$ 25,000)	1.1	<b>Int 1</b> Teachers know how to collaborate to develop appropriate questions that align with CCSS and CAHSEE using teacher resources and Data Director where appropriate.	Relevant assessment information and data are shared with parents, community and students through Warrior Café workshops, Principals Forum and ConnectEd. Teachers share benchmark results data with students and parents through Zangle.	Evaluation of each benchmark to ensure that the questions align with CCSS, CAHSEE and National Standards (non-core subjects). Analyze student results to see whether the questions are relevant and valid. Refinement will continue on an ongoing basis.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Teachers	EIA SCE - \$35,000	1.1	<b>Int 2</b> Data from last year's benchmarks I and II are evaluated and revisions made to the exams prior to administration. Student performance data subsequent to administration is evaluated and adjustments made to benchmark III and final exams as appropriate.		Revision of benchmarks II and III based on student performance data and a deeper understanding of CCSS.
	Teachers	EIA SCE \$15,000 Priority School Title I: \$25,000	1.1	<b>End</b> Author, administer, and evaluate three revised benchmarks aligned with CCSS, CAHSEE, and/or National Standards as appropriate.		See above.
Ongoing from September, 2014: Train teachers to enhance quality of teaching and learning for struggling readers and English Learners school-wide and how to utilize student performance data to inform daily lesson design.	AP of Professional Development, Site Instruction Coordinator	EIA LEP - \$25,000	1.3	<b>Int 1</b> All teachers participate in ELD methods training and customized department-level professional development designed to enhance SDAIE strategies.	Relevant assessment information and data are shared with parents, community and students through Warrior Café workshops, Principals Forum and ConnectEd.	Monitor participation in professional learning opportunities and classroom implementation of new strategies to determine additional areas of need.
	AP of Professional Development, Site Instruction Coordinator	Priority School Title I: \$25,000	1.3	<b>Int 2</b> Teachers use data from Data Director and common assessments to determine if newly-implemented strategies for supporting language learners are having a positive impact on student outcomes.		
			1.3	<b>End</b> ELD support strategies are implemented as a regular part of classroom instruction across the curriculum. Teachers are able to seamlessly integrate strategies for language learners into their practice and improve student performance for every learner.		Classroom walkthroughs and instruction observation of ELD support strategies in action. Student performance patterns on course benchmarks and unit assessments.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Ongoing from September 2014: Develop and refine additional cross-curricular writing assignments aligned with CCSS between Social Science and English classes.	AP of Curriculum and Instruction, Site Instruction Coordinator, Department Leads	Priority School Title I: \$100,000	1.3	<b>Int 1</b> Teachers and lead instructors from Social Science and English/Language Arts departments meet together to determine opportunities for collaboration and instruction of common material.	Teachers communicate with parents to explain the benefits of working cross-curricularly and how such assignments support both the CCSS and a college and career-ready culture.	Attend joint department meetings to determine where teachers need support in working across the curriculum.
	Teachers		1.3	<b>Int 2</b> Teachers of common grade levels meet to construct two joint units covering common material. Each unit contains one major writing assignment to be included in both the Social Science and English course grades.		
	Teachers		1.3	<b>End</b> Social Science and English/Language Arts teachers implement common units and writing assignments, meeting to jointly evaluate and assess student performance. Student work product is included in both the Social Science and ELA grade at semester-end.		Completed unit and student work are evaluated for alignment with CCSS and revision made where necessary.
Ongoing from September 2014: Train additional 12th grade English/Language Arts teachers on the use of the Expository Reading And Writing Curriculum.	AP of Curriculum and Instruction, Site Instruction Coordinator, English Teachers	QEIA: \$50,000	1.1	<b>Int 1</b> Train three additional members of the English Department (12th grade instructors) on Expository Reading and Writing Curriculum (ERWC) strategies for implementing ERWC in all 12th grade English Language Arts classrooms	Parents of students enrolled in ERWC classes will be provided with information on how the curriculum supports matriculation into a four-year university and eliminates the need for remedial instruction in English at the college level.	Teacher will provide student feedback and work samples from writing performed as part of the ERWC to monitor and evaluate the effectiveness of the program.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Teachers		1.1	<b>Int 2</b> Provide training opportunities for up to three additional English Department staff on ERWC across grades 9-11. Newly-trained teachers will implement and assess at least one ERWC module by June 2015.		
	Teachers		1.1	<b>End</b> Adoption of the ERWC as standard curriculum for 12th grade students and as a supplement to instruction in grades 9-11.		
Ongoing from September, 2014: Provide Site Computer Support for implementation of technology in instruction and administrative functions.	Principal	Priority School Title I: \$93,919 QEIA: \$50,000	2.3	<b>Int 1</b> Site Computer Support Technician will install, maintain, and configure computer workstations, peripherals, and other technology-specific hardware in accordance with district specifications.	Parents will be made aware of the technology resources available on campus (such as internet access and laptops in classrooms) for use by students and in the Family Support Center.	Technology access and hardware issues will be monitored by the Support Technician and the Administrative staff.
	Computer Support Technician		2.3	<b>Int 2</b> Support technician will act as lead for purposes of analyzing, designing, and implementing more sophisticated special projects in support of teaching and learning.		
	Computer Support Technician	EIA-SCE: \$100,000	2.3	<b>End</b> Optimum solutions for integration of technology in teaching and learning will be provided to teachers and staff and maintained by the appropriate individuals.	Students will experience a seamless integration of technology in classrooms and learning environments.	

### Whole School Priority #3

<b>Priority Goal 3</b>	Continue to increase opportunities for parents and community members to actively engage in school activities and decision making process. Active and positive community engagement on campus leads to positive school culture which in turn leads to cooperative work between school, parents, community, and students to improve student achievement.
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Ongoing from September, 2014: Parent Center Advisor sustains services to increase parent and community participation: Warrior Café monthly workshop on school access, college and high school graduation requirements, expectations, STAR testing.	Principal	Title I: \$54, 212 QEIA: \$30,000	3.1	<b>Int 1</b> Maintain the number of workshops planned in 2014-2015 at the same level as those offered in 2013-2014 and increase the number of participating families by 15%	Parent education and activities will keep parents engaged and informed of school activities. Letters, flyers, telephone calls and ConnectEd messages keep parents informed of Parent Center events.	On-going assessment and monitoring of the Parent Center projects by the administration and Parent Center Advisor with monthly event calendar and sign-in sheets.
	Assistant Principals, Parent Center Advisor	EIA-SCE: \$20,348	3.1	<b>Int 2</b> Number of parents participating in Warrior Cafe meetings increased by 20%.		
	Assistant Principals, Parent Center Advisor		3.1	<b>End</b> Warrior Café is held monthly with regular parent attendance of 50 parents.		
Ongoing from September 2014: Principal hosts a Community Forum and extended office hours. Principal hosts a monthly community engagement forum to dialogue with parents. Principal provides extended office hours for parents, families, and community members who need to meet him after hours.	Principal	QEIA: \$27,000	3.1	<b>Int 1</b> Time and location of the forum and office hours are posted on campus and on the school website. EdConnect calls are placed to remind families of the forums and office hours.	The school leadership develops and supports an on-going dialogue and relationship with the community, soliciting input regarding community needs and ways to improve the school. Open forum and extended office hours will create opportunities for parents and community members to have access and open dialog with the Principal.	Sign-in sheets and agendas from forums will provide evidence of community engagement and indication of items they consider important to discuss in future forums.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Principal	Title I: \$3,593 EIA-LEP: \$4,323	3.1	<b>Int 2</b> Community members accessing the Principal during extended office hours. Attendance at monthly forum meetings in excess of 10 individuals.		
	Principal		3.1	<b>End</b> Regular monthly forum with at least 15 community members attending. Extended Principal office hours posted.		
Ongoing from September, 2014: Continue to fund Hiram Johnson School-based Health Center to provide medical, dental, and vision services to students and parents to keep students healthy.	Registered Nurse	Priority School Title I: \$61,633 QEIA: \$40,000	2.2	<b>Int 1</b> Information about services and office hours available through the school-based healthcare center, including parental consent for treatment forms, distributed to all students in the first week of school.	Information about available Hiram Johnson Health School Based Health Center services is disseminated to the community, staff, students and parents through ConnectEd and flyers in major Hiram Johnson language groups. The Health Center conducts workshops on healthy life style and teen pregnancy prevention.	The administration works collaboratively with the Hiram Johnson School-based Health Center nurse to monitor and evaluate community partnerships, caseloads and referrals to ensure that students needing services are referred to or have access to the available health, medical and vision services. The Health Center monitors its effectiveness by keeping tracks of caseloads.
			2.2	<b>Int 2</b> Enhance referral and communication systems to inform staff, students and parents.		
			2.2	<b>End</b> All staff members know what services are available, how/when to access those services, and how to refer students and parents. Students and parents know and are able to get services they need.		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
August, 2014 - May, 2015: Home Visit Project through Cohort 8 funding to visit incoming 9th grade students	Home Visit Coordinator, Assistant Principal	Cohort 8 (stipend for teachers - \$7,000)	1.2	<b>Int 1</b> Incoming 9th grade students are identified and scheduled for home visits. 50% of staff are trained for conducting home visits.	Home visits provide opportunities for parents to directly have conversation with school staff. The school is reaching out to the parents to discuss their children's academic potential and needs.	The SLC Leads and administration continue to monitor the number of visits in each SLC during the summer and throughout the year. Re-visits will be conducted for students needing additional support.
		QEIA: \$30,000	1.2	<b>Int 2</b> Existing 11th and 12th grade students who have failed the CAHSEE at least once are identified and scheduled for home visits.	Home visits will enable teachers, parents and students to connect for support and resources designed to help students succeed on the exam.	Continued follow-up as students who have been visited sit for the CASHEE.
			1.2	<b>End</b> Visit 200 incoming 9th graders and 10th graders and re-visit those needing it; all 11th and 12th graders who have not passed their CAHSEE.		
August, 2014-June, 2015: Continue to fund Healthy Start to provide social/emotional student support services.	Healthy Start Coordinator	EIA-SCE: \$116,410 QEIA: \$43,374	2.2	<b>Int 1</b> All students and staff are informed about the services available through healthy start and how to access them.	Information about available Healthy Start services is disseminated to the community, staff, students and parents through ConnectEd and flyers in major Hiram Johnson language groups. Healthy Start staff conducts student home visits to provide more personal support, and host parent workshops on issues relating to parenting, violence prevention, and other related social and mental issues.	The administration works collaboratively with Healthy Start Coordinator to monitor and evaluate community partnerships, caseloads and referrals to ensure that students needing services are referred to or have access to the service. The Healthy Start Coordinator keeps track of the number of cases, workshops, referrals and home visits.
	Principal	Priority School Title I: \$16,186	2.2	<b>Int 2</b> multilingual volunteer staff from community partners are recruited to support the staff at Healthy Start.	School/Community website	



Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Healthy Start Coordinator		2.2	<b>End</b> Parents, students, community and staff can conveniently access or make referrals to Healthy Start for students with social/emotional issues.		
Ongoing from September, 2014: Provide family-oriented support duties to ensure students are in school, healthy, and ready to learn in a safe school environment.	Principal	QEIA \$59,735	2.2	<b>Int 1</b> Family Advocate coordinates services with teachers, counselors, student support center personnel, and others to identify students' needs for education, health, social services, and other support resources.	Parents and community members are aware of the role of the Family Advocate and services provided to students, families, and community members.	The administration works with the Family Advocate to implement and monitor initiatives aimed at closing student achievement gaps through support services provided.
			2.2	<b>Int 2</b> Family Advocate works collaboratively with community organizations to support students and families, to identify needs, and to determine service coordination plans and serves as liaison between the school and agencies such as the Department of Human Assistance, Child Protection Services, Probation, and law enforcement.	Community members are engaged with the Family Advocate in providing services to students and families. Outside agencies communicate through the Family Advocate to support student and family success both on and off campus.	
			2.2	<b>End</b> Family Advocate works in conjunction with teachers, administration, and community service providers to support self-advocacy for students. Home visits are conducted to determine fundamental needs of students and families of diverse cultures, ethnic backgrounds, and socio-economic statuses.	Families are able to receive support and services as well as referrals to appropriate agencies for assessments, linking, monitoring, and evaluation of needs.	

## School Site Council Membership: Hiram W. Johnson High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Felisberto Cedros	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Janet Lee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glenn Singley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pamela Davis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michelle Mendonca	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Hall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Todd DaCastello	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nellie Sutton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Isadora Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jonaid Ali	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ashley Medieros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pamela Moreno-Jimenez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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.

Sacramento City Unified School District  
**School Development and Improvement Plan 2014-15**  
**Programs and Funding Resources**

**School:** Hiram W. Johnson High  
School

**Programs and Resources included in the School Development and Improvement Plan:**

- |  |   |
|--|---|
| [X] Title I (Schoolwide Program) (including carryover)     | [X] QEIA (Quality Education Investment Act) |
| [ ] Title I (Targeted Assistance) (including carryover)    | [ ] Art, Music and PE Grant (Carryover)     |
| [X] Local Control Funding Formula (LCFF) – Free & Reduced  | [ ] Arts & Music Grant (Carryover)          |
| [X] Local Control Funding Formula (LCFF) – English Learner | [ ] Other Grants:                           |
| [X] Program Improvement (PI)                               | [ ] Other Grants:                           |
| [ ] Discretionary Block Grant (Carryover)                  | [ ] Other Grants:                           |
|  | [ ] Other Grants:                           |

This School Development and Improvement Plan has been reviewed and approved by the school staff and the Schoolsite Council (SSC). It will be submitted to the SCUSD Board of Education for approval and implementation in the 2014-15 school year.

Nellie Sutton  
Nellie Sutton  
SSC Chairperson's Name Typed

6-5-14  
Date

Nellie Sutton  
SSC Chairperson's Signature

Maricruz Reyes  
\_\_\_\_\_  
ELAC Chairperson's Name Typed

6-5-14  
Date

Maricruz Reyes  
ELAC Chairperson's Signature

Felisberto Cedros  
\_\_\_\_\_  
Principal's Name Typed

6-5-14  
Date

Felisberto Cedros  
Principal's Signature

Sacramento City Unified School District  
**School Development and Improvement Plan 2014-15**  
**Recommendations and Assurances**

**School**      Hiram W. Johnson High  
School

The School Site Council (SSC) recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The Schoolsite Council is correctly constituted, and was formed to accordance with district governing board policy and state law
2. The Schoolsite Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The Schoolsite Council sought and considered all recommendations from the following groups or committees before adopting this plan (check those that apply)
  - ☒ English Learner Advisory Committee (ELAC)
  - ☒ Community Advisory Committee for Special Education Programs
  - ☐ Gifted and Talented Education Program Advisory Committee
  - ☒ Other (list)  
Hiram Johnson SLC Lead Teachers
4. This School Development and Improvement Plan is based upon 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
5. This School Development and Improvement Plan was adopted by the Schoolsite Council on:

Attested:

Felisberto Cedros

Typed Name of School Principal



Signature of School Principal

6/5/14

Date

Nellie Sutton

Typed Name of SSC Chairperson



Signature of SSC Chairperson

6-5-14

Date