

The Single Plan for Student Achievement 2017-18

School: Hiram W. Johnson High School
CDS Code: 34-67439-3434602
District: Sacramento City Unified School District
Principal: Dr. Kal Phan
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on August 3, 2017.

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

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.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	340	354	292	334	283	330	85.9	94.1
All Grades	340	354	292	334	283	330	85.9	94.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2512.1	2553.2	2	7	18	34	36	34	40	25
All Grades	N/A	N/A	2	7	18	34	36	34	40	25

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	7	13	54	60	38	27
All Grades	7	13	54	60	38	27

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	6	13	45	58	47	28
All Grades	6	13	45	58	47	28

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	5	9	57	70	37	20
All Grades	5	9	57	70	37	20

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	5	16	64	60	30	23
All Grades	5	16	64	60	30	23

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	340	355	289	333	288	330	85.0	93.5
All Grades	340	355	289	333	288	330	85.0	93.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2501.4	2518.8	2	3	9	12	24	26	64	59
All Grades	N/A	N/A	2	3	9	12	24	26	64	59

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	6	8	27	28	67	64	
All Grades	6	8	27	28	67	64	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	3	5	44	48	52	47
All Grades	3	5	44	48	52	47

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	5	4	51	57	44	38
All Grades	5	4	51	57	44	38

Conclusions based on this data:

- 1.

School and Student Performance Data

2016 Accountability Progress Reporting

Met All Components	Met English Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	4	1		19	27		33	28		18	13		25	31	
10		5		24	16		37	34		12	18		27	28	
11	1	6		32	25		34	33		16	22		17	14	
12	4	5		51	22		14	39		17	13		15	20	
Total	2	4		30	23		30	33		16	16		21	25	

School and Student Performance Data

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

Title III

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	366	344	323
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	366	344	323
Number Met	154	160	128
Percent Met	42.1%	46.5%	39.6%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	93	306	94	274	101	254
Number Met	11	105	12	95	3	78
Percent Met	11.8%	34.3%	12.8%	34.7%	3.0%	30.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	--	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	--	

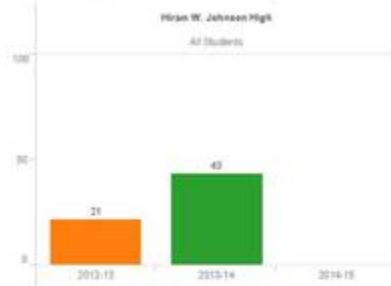
School and Student Performance Data

LCFF State Priorities Snapshot

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



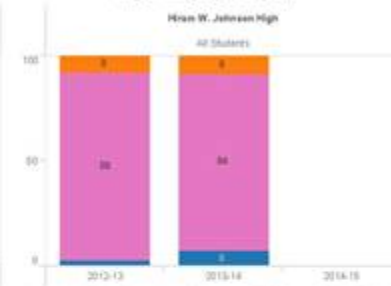
Percent of Students Who Passed an Advanced Placement (AP) Exam with a Score of 3 or Higher



Grades 10-12 Enrollment and Percent of Students Who Took at Least 1 AP Exam

Name	2012-13	2013-14	2014-15
Hiram W. Johnson High	10	0	

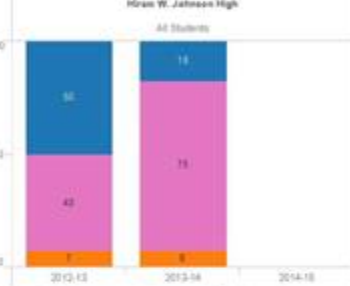
Early Assessment Program (EAP) College Readiness Results for English-Language Arts (ELA)



Grade 11 Enrollment and Percent of Students Who Took the EAP ELA

Name	2012-13	2013-14	2014-15
Hiram W. Johnson High	70	84	

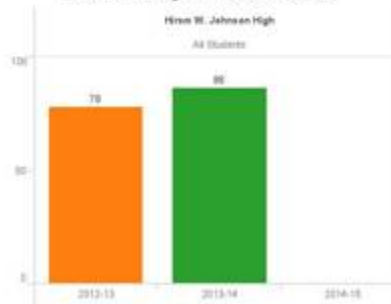
EAP College Readiness Results for Mathematics



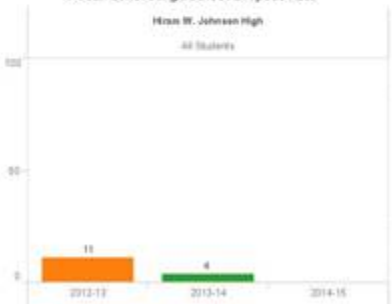
Grade 11 Enrollment and Percent of Students Who Took the EAP Math

Name	2012-13	2013-14	2014-15
Hiram W. Johnson High	28	24	

4-Year Cohort High School Graduation Rate



4-Year Cohort High School Dropout Rate

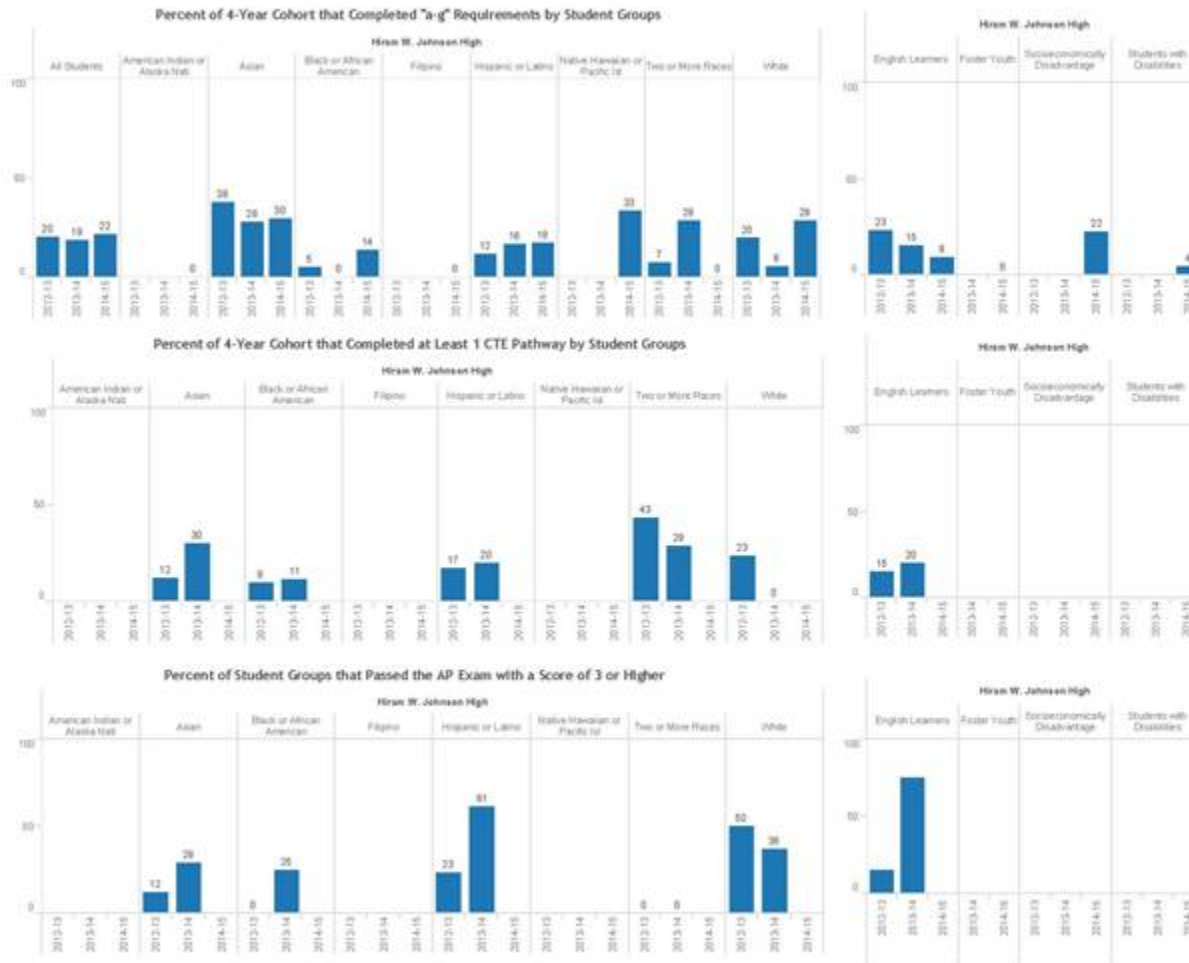


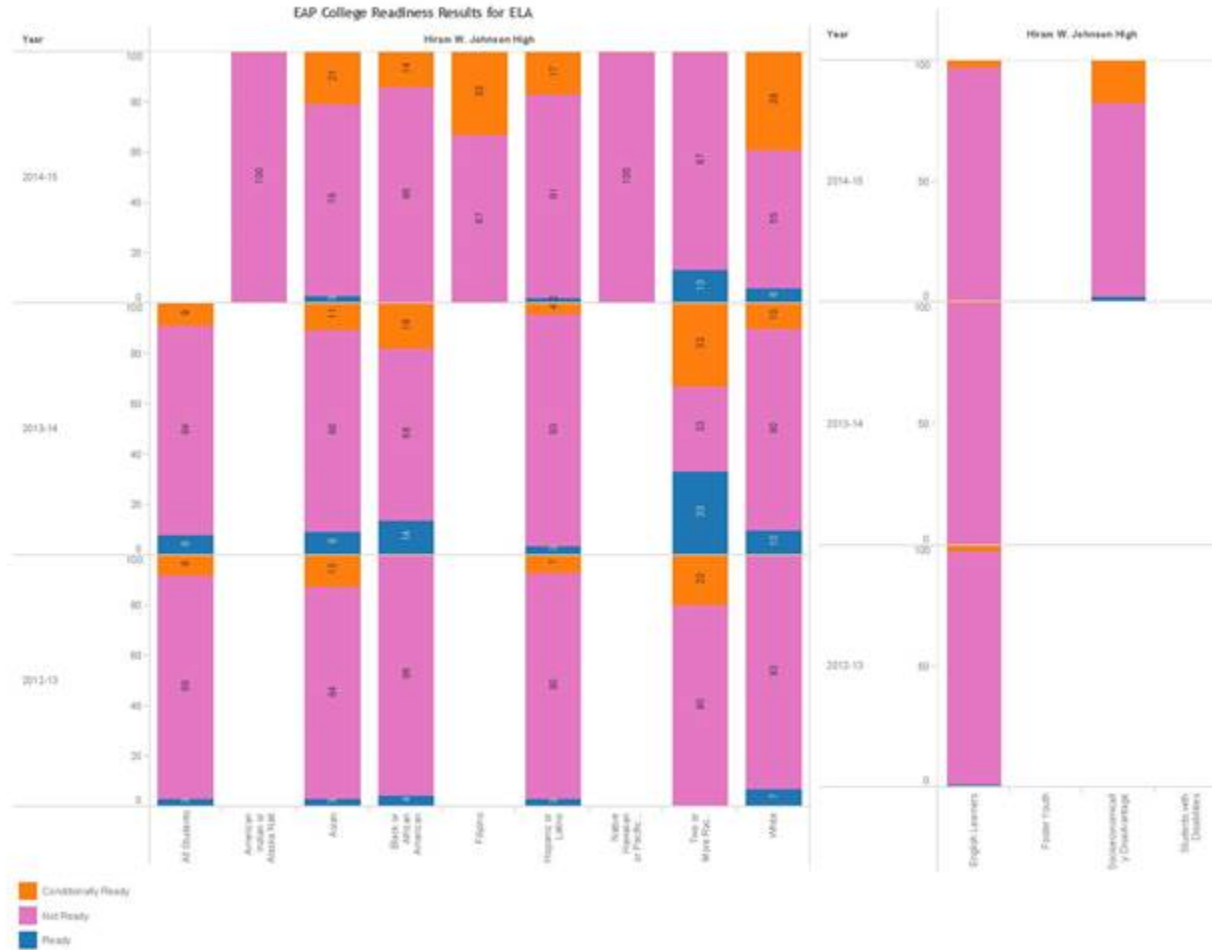
Number and Percent of Students Expelled

	All Students		
	2012-13	2013-14	2014-15
Hiram W. Johnson High	2 13.3%	3 33.3%	0 0.0%

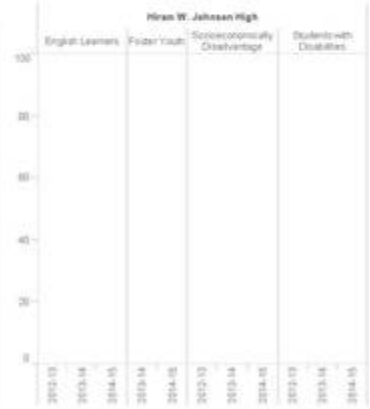
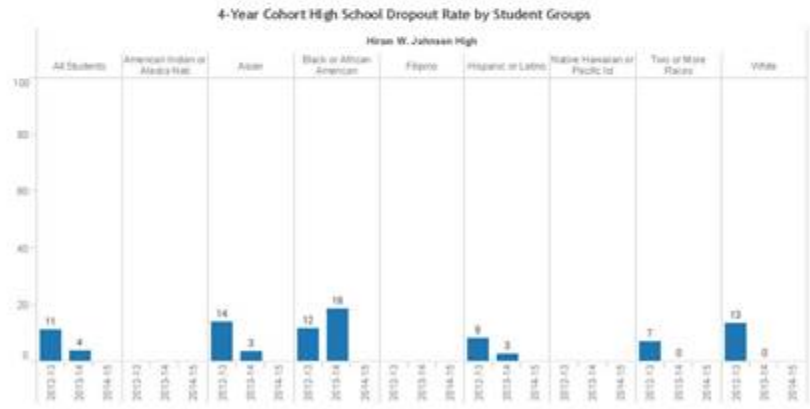
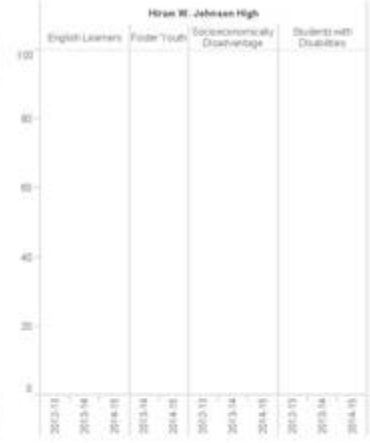
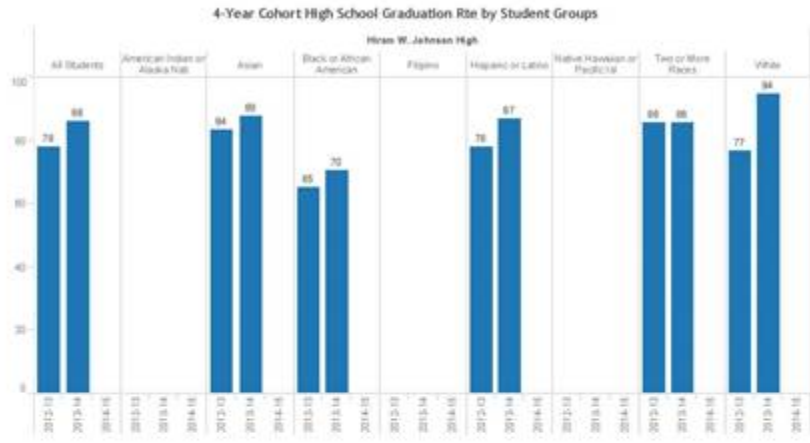
Number and Percent of Students Suspended

	All Students		
	2012-13	2013-14	2014-15
Hiram W. Johnson High	100 10.3	81 4.7	219 10.7









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.

Action 1.4: Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English learners make expected progress in attaining English and in academic achievement.

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

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

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

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular, and expanded learning program involvement, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.)

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

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

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

LEA Plan Performance Goals

- 1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.**
- 2. All limited-English –proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading /language arts and mathematics.**
- 3. All students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.**
- 5. All students will graduate from high school.**

2017-18 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A	\$251,216	0.00
LCFF S/C	\$463,386	0.00
School Improvement Grant	\$1,482,519.50	0.00
Title I Priority Schools	\$367,628	0.00

Planned Improvements in Student Performance

School Goal #1

SCHOOL GOAL #1:
The school will continue to improve on the school's rigorous and relevant standards-based curriculum and instruction and data driven decision making process to improve student achievement and establish a college going and career readiness culture.
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.
LEA Plan Goal Alignment
1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Freshman class failure rate• Students grades – number of students failing each course• CAASP Results• CELDT Scores and RFEP rate• Course Benchmarks• Graduate data - % continuing education, employment rate• Data analysis software usage rate
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• More than 50% of students in Math I received "D" or "F"• 50% of the 9th graders failed PE• More than 25% of the 9th graders failed English 9• More than 40% of the students received "D" or "F" in World History, Geography/CGI and Physical Science.• Illuminate training has not been provided to staff.• New staff members and some veteran staff are still not fully competent in data access and analysis.• 51% of 11th graders met the CAASPP ELA standards.• Writing has highest percentage (29%) of students performing at below standard in CAASPP ELA.• Only 28% of the 11th graders met the CAASPP math standards.• Concept and procedures have the highest percentage (64%) of students below standard in CAASPP math.

How the School will Evaluate the Progress of this Goal:

- Mini-administrative walkthrough to monitor and assess the implementation of each item.
- Course shared assessments to assess achievement level as measured by the established goals.
- CAASPP results and EL reclassification rate.
- Monitor Illuminate users and usage frequency.
- Professional development calendar and opportunities.
- On-going assessment on how staff members use data to inform and guide instruction.

Parent Engagement Activities Related to this Goal:

- Counselors meet with parents and students to discuss each student's individual learning plan.
- Invite parents to observe classrooms.
- Continue to hold monthly "Warrior Café" to educate and share about curriculum and instruction plan, and achievement and school climate data.
- Continue to provide Parent Empowerment workshops in multiple languages to educate parents about school access and programs.
- Administration encourages and provides process for teachers to have on-going communication with parents regarding student progress.
- Staff members share student achievement, behavior and attendance data with parents and students during parent-teacher conferences.
- School posting of achievement data in the school website and classrooms.

For Schools in Program Improvement, please indicate year 1 2 3 4 5

For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).

- Rigorous and relevant Common Core State 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.
- When equipped with knowledge and skills on how to access and analyze student learning (formative and summative) data, teachers can plan, implement, and adjust learning opportunities that promote academic achievement and personal growth for all students.
- Data driven decision making culture will lead focused curriculum and instruction, and improve student academic achievement.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Develop, implement and monitor college and career readiness curriculum and instruction program: 1) Master schedule that meet the need of	Curriculum & Instruction AP; Counselors	Counselor	Title I Part A	91,577	X All	Verification of student schedule accuracy; Hiring of the listed staff and
		Assistant Principals	LCFF S/C	147,988		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
<p>students and staff and in compliance with all educational programs.</p> <p>2) Program students, in particular English Learners and students with disabilities, into appropriate courses that prepare students to be college and career ready.</p> <p>3) Provide support and monitor the development of rigorous curriculum and instruction program.</p> <p>4) Open an on-campus College and Career Center to enhance a college and career ready school culture.</p>		Principal & Assistant Principals	Title I Priority Schools	40,744		services
		Instructional supplies	School Improvement Grant	47,000		
		Principal Differential	Title I Part A	12,943		
		Instructional Coaches	School Improvement Grant	241,600		
		Instructional Consultant 65th St. Project	School Improvement Grant	32,000		
		Instructional Consultant Chinese Foundation (ASSETS)	School Improvement Grant	20,000		
<p>Provide professional development opportunities and training to teachers to develop and implement rigorous curriculum and instruction.</p> <p>1) Develop and implement standard-based course scope and sequence, course syllabus, classroom and quarterly benchmarks.</p> <p>2) Develop and implement standards-based classroom and instructional plan (physical environment, instructional delivery, classroom management and research-based strategies) and data driven decision making culture</p>	Curriculum and Instruction AP & SSC Professional Development Committee	Travel and Conference	School Improvement Grant	45,000	<input checked="" type="checkbox"/> All	<ul style="list-style-type: none"> • Staff sign-in sheets • Benchmark administration • Scope and sequence, course syllabus and benchmark submission
		Teacher Substitutes	School Improvement Grant	5,000		
		Outside Instructional Services	School Improvement Grant	30,000		
		Outside Non-Instructional Services	School Improvement Grant	10,500		
		Professional Development Stipends	School Improvement Grant	45,000		
Class size reduction - reduce class size in core subjects and intervention classes.	Administration	Additional FTEs above the general fund allocation	Title I Priority Schools	133,933	<input checked="" type="checkbox"/> All	<ul style="list-style-type: none"> • Master schedule • Class size average in core subjects
			School Improvement Grant	362,400		
			Title I Part A	70,095		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
			LCFF S/C	127,720		
Provide technology support to staff and students and maintaining school instructional equipment.	Site Computer Technician	Site Computer Technician	LCFF S/C	106,030	X All	Service and support logs and training opportunities to staff
		Instructional supplies	School Improvement Grant	3,000		
Support the development and expansion of ALPHA pathway to support advanced learners.	Administration and ALPHA lead teacher	Instructional supplies	School Improvement Grant	5,000		Enrollment in AP and advanced courses
Expand Co-Teaching Model for RSP teachers and students.	Curriculum Instruction AP & Special Education Department					Teacher assignment and schedule and RSP student enrollment
CPA, NAF and Linked Learning program certification and courses: 1. Submission of CTE courses for A-G. 2. Alignment of CTE courses to specific Linked Learning Pathway. 3. Certification of all Linked Learning Pathways. 4. Establish greater partnership with industrial partners.	Curriculum and Instruction AP, CPA coordinators and CTE teachers					CPA and Pathway course sequence, number of courses approved for A-G, NAF certification and number of industry partnerships established
Continue to support of intervention classes and programs to below grade level students, English learners and students with disabilities.	Administration and Intervention teachers	Instructional Supplies	School Improvement Grant	20,000	X All	Student enrollment and use of the licenses; student progress in the program
		Summer School Teachers	School Improvement Grant	25,767		
Provide supplemental instructional support to English learners.	Administration and paraprofessionals	Paraprofessional	Title I Priority Schools	112,076	X English Learner	<ul style="list-style-type: none"> Paraprofessional assignments Contact logs for EL students and parents
		Paraprofessional	Title I Part A	23,720		
		Paraprofessional	School Improvement Grant	35,000		
		Instructional Materials	Title I Part A	7,909		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Establish College and Career Center	Counselors	Career Information Tech	School Improvement Grant	66,702	<input checked="" type="checkbox"/> All	<ul style="list-style-type: none"> Establishment of College and Career Center Student visit log
Monthly sharing of school health report, including attendance, grade report and behavior.	Administration					Monthly staff meeting agenda
Shared assessments for all subjects.	Administration and department facilitators					<ul style="list-style-type: none"> Benchmark submission to the administration Benchmark administration and results
College & Career Readiness Extra-curricular activities and field trips	CPA Coordinators and teachers	Field Trip Transportation	School Improvement Grant	20,000		Field trip requests
Increase student access to technology to reduce the digital divide by adding Chromebooks to move toward a 1:1 environment.	Administration	Chromebooks and Carts	School Improvement Grant	25,000	<input checked="" type="checkbox"/> All	

Planned Improvements in Student Performance

School Goal #2

SCHOOL GOAL #2:
The School will provide students with a clean, healthy, physically and emotionally safe learning environment that promotes diverse cultural competencies.
District/LCAP GOAL:
Action 2.1: Students will be provided cleaner Action 2.2: All schools will become safer
LEA Plan Goal Alignment
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
Data Used to Form this Goal:
<ul style="list-style-type: none">• State School Climate Report (SCI)• California Department of Education suspension, expulsion and truancy report• Student Support Center Data• Nurse Data• Behavior Data(referrals)• Attendance Data• California Department of Education suspension, expulsion and truancy report.• Williams Review and Fire Marshall Inspection results
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Percent of students receiving disciplinary referral have been declining each year since 2010.• Violent incidents (fight and battery) dropped significantly from 2009-2010 school year. For 2015-2016 school year, the number of fights and suspensions dropped 50% in Semester 1 from the previous year.• The truancy rate has declined while the average daily attendance rate has increased every year for the past four years.• School Climate Report Card shows that the overall score has been declining. The SCI survey data contradicts with the actual behavior incident data.• Facility is found to be safe and appropriate for instruction from fire marshal inspection and Williams Review.• Many students saw Student Support Center counselors and nurse for emotional and physical issues.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Student disciplinary referrals.

- Suspension, expulsion and truancy rate.
- California School Climate Report Card.
- Student Support Service and nurse sign-in logs.

Parent Engagement Activities Related to this Goal:

- Parent workshops and SSC to include school climate agenda and data.
- Invite parents to attend classes.

For Schools in Program Improvement, please indicate year 1 2 3 4 5

For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).

Safe, clean and positive school environment promotes and fosters positive learning environment. Conducive learning environment will positively engage students and help them increase learning opportunities and improve their achievement.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Maintain an In-House Suspension Program to reduce off-campus suspension and allows the students to continue to receive instruction in school.	Principal	School Intervention Staff Assistant	Title I Priority Schools	80,875	<input checked="" type="checkbox"/> All	The number of students served by the program Reduction in Principal Suspensions
Implement Positive Behavior Intervention and Supports (PBIS)	PBIS Team Administration	PBIS implementation supplies PBIS training	School Improvement Grant School Improvement Grant	20,000 5,000	<input checked="" type="checkbox"/> All	<ul style="list-style-type: none"> • PBIS training sign-in • PBIS implementation
Professional Development on equity and identify awareness	SSC PD Comittee	Training cost	School Improvement Grant	5,000	<input checked="" type="checkbox"/> All	Training sign-in sheets
Provide social/emotional support services to students	Learning Support Coordinator & Principal	Learning Support Coordinator	School Improvement Grant	105,276	<input checked="" type="checkbox"/> All	The availability of services; the number students

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
		Social Worker	School Improvement Grant	123,226		utilizing the services
		Student Bus Passes	School Improvement Grant	15,500		
		Supplies and Materials	School Improvement Grant	4,000		
Continue to fund Hiram Johnson School-based Health Center to provide medical, dental, and vision services to students and parents to keep students healthy.	Principal	Nurse	Title I Part A	37,413	<input checked="" type="checkbox"/> All	The number of medical, vision and dental services available to students; the number of students utilizing the available services
Increase campus security by adding 1.625 FTE Campus Monitor to improve campus security.	Administration	Campus Monitors	School Improvement Grant	104,740	<input checked="" type="checkbox"/> All	

Planned Improvements in Student Performance

School Goal #3

SCHOOL GOAL #3:
The school will continue to increase opportunities for parents and community members to actively engage in school activities and decision making processes to create a positive school culture and improve student achievement.
District/LCAP GOAL:
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
LEA Plan Goal Alignment
Data Used to Form this Goal:
<ul style="list-style-type: none">• Parent conference log in Infinite Campus• Parent Center activities and sign-in sheets.• Parent sign-in sheets at different parent engagement events.• Back-to-School Night and Open-House attendance.
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Parent engagement and parent involvement activities have increased significantly in the past five years.• The parent contacts and conferences have increased substantially.• Parent attendance at school events (Back-to-School Night and Open House) is low.• Parent participation in parent engagement activities (Warrior Café and Parent Empowerment Workshops) increased.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• The number of parent engagement activities offered to parents.• The number of parents attending school sponsored events, including Parent Empowerment workshop, Warriors Cafe, Back-to-School Night, Open House and athletic events.• Parent involvement in school decision making roles such as membership and attendance in SSC and ELAC meetings.• Parent volunteers on campus.• Positive school-parent relationship.
Parent Engagement Activities Related to this Goal:

- Parent Center.
- Warriors Cafe.
- Parent Empowerment Workshops.
- Back-to-School Night.
- Open House.
- School Site Council.
- English Learner Advisory Committee.
- CPA Parent Committees.

For Schools in Program Improvement, please indicate year 1 2 3 4 5

For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).

Positive active parent participation in school activities will promote and foster positive school environment and create a mutual understanding and support for student learning. When both parents and school support student learning, student achievement will improve.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Provide a Parent Center to increase parent engagement	Principal & Parent Advisor	Parent Advisor	LCFF S/C	60,194	<input checked="" type="checkbox"/> All	Parent sign-in sheet Parent engagement activities Conferences attended
Continue Warrior Cafe Monthly Parent Meeting	Parent Advisor	Supplies & child sitting for parent meetings	Title I Part A	1,000	<input checked="" type="checkbox"/> All	The number of forums held; the number of principal's extended hour days
Provide parental involvement and parenting skills training/workshops to parents	Administration & Parent Advisor	Parent Training	Title I Part A	3,559	<input checked="" type="checkbox"/> All	Training opportunities offered and training attendance sign-in sheets
Visit incoming ninth graders and other students in other grade level as necessary to increase school-parents-community engagement.	Home Visit Coordinator	Home Visit Coordinator/Family Advocate	School Improvement Grant	43,334	<input checked="" type="checkbox"/> All	The number of home visits conducted

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Increase parent communication	Administration & Parent Advisor	Mailing & other communication costs	Title I Part A	3,000	<input checked="" type="checkbox"/> All	Communication logs & mailing
Provide assistance to EL parents and support EL students on EL program and services	School Community Liaison & Administration	School Community Liaison	LCFF S/C	21,454	<input checked="" type="checkbox"/> English Learner	Parent and student meeting logs
Continue to work collaboratively with ASSETs to support Parent Empowerment Workshops	Administration & ASSETs Coordinator					Number of workshops offered; Parent attendance
Create two Block Parent positions that encourage parent participation on site for outreach to underserved student groups.	Principal	Block Parent positions Fingerprint service for volunteers	School Improvement Grant School Improvement Grant	14,474.50 3,000	<input checked="" type="checkbox"/> All	

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF S/C	463,386.00
School Improvement Grant	1,482,519.50
Title I Part A	251,216.00
Title I Priority Schools	367,628.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,913,704.00
Goal 2	501,030.00
Goal 3	150,015.50

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
Kal Phan	X				
Jason Dauenhauer		X			
Joel Foote		X			
Ruth Lindahl		X			
Robin Kafouros		X			
Becca Buesgen			X		
Victoria Camargo				X	
David Quintero				X	
Kou Thao				X	
Mario Tye					X
Nadee Thao					X
					X

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

- X 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- X 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- X 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
	Other committees established by the school or district (list):	_____
		Signature

- 4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.
- X 5. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the Local Educational Agency Plan.
- X 6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- X 7. This SPSA was adopted by the SSC at a public meeting on April 6, 2017.

Attested:

Dr. Kal Phan		
Typed Name of School Principal	Signature of School Principal	Date
Jason Dauenhauer		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Annual Evaluation – REQUIRED Spring 2018

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

Strategies and Activities

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

1. Curriculum planning training and opportunity enabled staff to design curriculum map and course syllabus. Standardized course syllabus and scope and sequence provided consistent curriculum and instruction to the students in all the classes and clear expectations to all students. Teachers followed the same course scope and sequence. There was minimal impact on student learning when they had class changes.
2. Read 180 intervention program was effective in helping low performing students. Students in Read 180 program made more significant academic gains in CST and CAHSEE (data from prior to the ending of the testing programs).
3. Class size reduction minimized discipline issues and increased learning opportunities. The number of disciplinary referrals decreased.

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

1. Hiram Johnson Health Center had minimal impact because it did not begin as planned.
2. Parent Center only served a small percentage of the total parent population. The parent participation rate continued to be minimal at Back-to-School Night and Open House.

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
- X 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

X

Continuing it with the following modifications:

1. The school nurse will work closely with the Health Center to design more effective ways to serve Hiram Johnson students and family.
2. The Parent Advisor position will be reduced to 0.5 FTE. The administration will work closely with Parent Advisor to design a program to increase parent engagement.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

- X 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- X 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- X 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X English Learner Advisory Committee


Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

- 4. For *Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.
- X 5. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the Local Educational Agency Plan.
- X 6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- X 7. This SPSA was adopted by the SSC at a public meeting on April 6, 2017.

Attested:

Dr. Kal Phan

Typed Name of School Principal

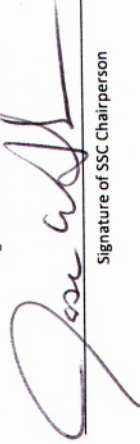

Signature of School Principal

Date

4/26/17

Jason Dauenhauer

Typed Name of SSC Chairperson


Signature of SSC Chairperson

Date

4/26/17