

The Single Plan for Student Achievement

School: American Legion Continuation High School
CDS Code: 34-67439-3430154
District: Sacramento City Unified School District
Principal: Stanley Echols
Revision Date: August 2015

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 .

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

American Legion High School is a WASC Accredited continuation high school, which proudly works with students from diverse backgrounds and needs. The students, faculty and staff have collaborated in building a quality program to address these various student needs. American Legion students have the opportunity to achieve their academic goals in a setting, which fosters student ownership, responsibility, and self-respect. A student at American Legion High School has numerous routes to achieve a high school diploma. These routes include: a traditional route which allows students to take classes at an accelerated rate, Independent Study where students can take up to four classes at a time and Aventa Online computer classes or a combination of all three. All routes or courses of study are aligned with the district and state content standards.

The American Legion staff is committed to producing College and Career Ready graduates which is aligned with the District's Strategic Pillar #1, Local Control Accountability Plan (LCAP) Goal #1 and School Quality Improvement Index Principle 1. The staff at American Legion High School is committed to working with students in a small classroom setting. The smaller class size provides a greater level of personalization which allows teachers to support academic preparedness along with social/ emotional intervention which is a key component for success for "at risk" students. American Legion also has an exemplary mentoring program called the Men's and Women's Leadership Academy which monitors, mentors and motivates students who want an opportunity to lead and organize activities for their fellow students.

The academic school year at American Legion High School consists of 3 equivalent semesters. Each semester allows students to earn up to 30 credits and a total of 90 credits for the school year. Students participate in a mandatory orientation before school begins which allows students to learn how American Legion can help them in their academic and career goals. Students actively participate in charting their course towards graduation and receive academic and behavioral reports every six weeks. Students at American Legion must meet the same graduation requirements as a traditional high school student. Students at American Legion with 130 credits or more are encouraged to create their own Graduate Profile to assist them in successfully transitioning to a post secondary education or successful career.

American Legion High School is a school on the move and has more than tripled its enrollment and graduation rate. The school has transitioned into being one of the top credit recovery options in Sacramento County with over 20,000 credits earned each year from the 2012-2014 school years. The goal for the current school year is to earn over 25,000 credits and graduate 120 students.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	539	536	537
African American	452		
American Indian			
Filipino			
Hispanic	583		
Pacific Islander			
Socioecon Disadvantaged	518		
English Learners			
Students w/ Disabilities			

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

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

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

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

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
10			*****	***							*****
11	1	11	4	44	4	44					9
12	5	21	9	38	9	38	1	4			24
Total	6	18	14	41	13	38	1	3			34

School and Student Performance Data

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

Title III

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	56%	20.1%	45.1%	78.0%	78.2%
# Annual Testers	36	36	36	36	36
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	36	0	36		
# Met AMAO	17	--	17	11	8
% Met AMAO	47.2%	--	47.2%	9.0	5.0

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	57.5%	21.4%	47.0%	89.0%	89.1%
# Annual Testers	52	52	52	52	52
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	52	2	50		
# Met AMAO	36	--	35	8	5
% Met AMAO	69.2%	--	70.0%	9.0	5.0

Title III	2013 - 2014				
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	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	59.0%	22.8%	49.0%	100%	100%
# Annual Testers	32	32	32	32	32
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	32	1	31		
# Met AMAO	18	--	16	8	5
% Met AMAO	56.3%	--	51.6%	8.0	10.0

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

School and Student Performance Data

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	539				518			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 th grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%	--							
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas								
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year	0.00%							
		% increase in exemptions: ELA (3%, 2%)								
		% increase in exemptions: Math (2%, 3%)								
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks	0.0%							
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		63.50%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	81.14%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%	13.50%							
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	30							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			1.2%					
	API	Maintain: ALL, EL, SES until API is revised	539				518			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year) FTE increase: Custodians (by 21.5, maintain at 86.5)								

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

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

For Schools in Program Improvement:

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

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
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Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
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Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
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Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

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

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

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

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

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

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

2015-16 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	30,641	0.00
LCFF LEP	14,145	0.00
LCFF F/R	39,276	0.00

Planned Improvements in Student Performance

School Goal #1

District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
SCHOOL GOAL #1:
Increase the amount of minutes students receive standards aligned and high quality instruction in order to prepare them to graduate college and career ready. Ninety-five percent attendance is the benchmark for district and ninety percent is the benchmark set for American Legion.
Data Used to Form this Goal:
Attendance, credits earned, and increased number of graduates..
Findings from the Analysis of this Data:
The majority of students who attend American Legion High School have chronic absenteeism and have been through a SART or SARB process. It is our belief that students who regularly attend school earn more credits and matriculate towards graduation at a higher rate than those with irregular attendance.
How the School will Evaluate the Progress of this Goal:
Monthly analysis of school-wide and individual student attendance and credits earned. Interventions strategies and personnel will be in place to assist students who continue to struggle with regular attendance. (Parent Advisor, Community Outreach Workers, Probation, Mentors and Counselors.
Parent Engagement Activities Related to this Goal:
Referral of both parent and student for attendance intervention before they are referred for a District SART/SARB. Partnership with community organizations, entities, or individuals for Regional Transit passes for students who cannot afford passes to get to school. Collaboration between school site/district personal and families to address attendance and safety concerns.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
An increase in student attendance will coincide with an increased competency in core subject matter which will be reflected in a higher graduation rate and test scores on standardized test.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
All students entering American Legion High School are required to attend orientation in which the importance of attendance and credit recovery is stressed. Students enrolling in American Legion with attendance concerns are placed on a site contract in an attempt to proactively deal with the attendance concerns.	Administration and staff.				<p>Success Criteria: SART letters #1 and #2 sent out in a timely fashion with 95% of these parents/guardians participating in the SART conference. Students with less than 80% attendance on a school site attendance contract with parent/guardian notification and signature on the contract.</p> <p>Ongoing Monitoring: Infinite Campus messages are sent daily to students who are tardy, absent, or truant to one or more periods. Students who are dis-enrolled due to lack of attendance must re-enroll with parent/guardian and be placed on a School Site Attendance Contract</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Formation of an Attendance Team to support attendance and intervention strategies.	Community and Student Outreach Worker(s) and personal coordinating attendance	Community/Student Outreach Worker(s)	Title I Part A: Allocation	20,641	All	<p>Success Criteria: SART letters #1 and #2 sent out in a timely fashion with 95% of these parents/guardians participating in the SART conference. Students with less than 80% attendance on a school site attendance contract with parent/guardian notification and signature on the contract.</p> <p>Ongoing Monitoring: Infinite Campus messages are sent daily to students who are tardy, absent, or truant to one or more periods. Students who are dis-enrolled due to lack of attendance must re-enroll with parent/guardian and be placed on a school site attendance contract</p>
		Community/Student Outreach Worker(s)	LCFF F/R	20,000	Low Income	
		Community/Student Outreach Worker Program Improvement Funds	N/A	20,000	All	
	Parent Advisor/SART/SARB Coordinator	Parent Advisor	N/A	29,464	All	
		Parent Advisor	LCFF LEP	14,145	EL	
Health Corp	Health Corp. staff				Success Criteria: Healthy living and choices that	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
						<p>promote better overall health which will correlate with a decrease in absenteeism due to health issues.</p> <p>Ongoing Monitoring: Monitoring students who are chronically absent for health reasons.</p>
Men's/Women's Leadership Academy will provide mentoring and support for the site's most at risk students to encourage positive life skills, attendance, and college and career readiness.	Administration and staff					<p>Success Criteria: All students in the Men's/Women's Leadership Academy achieving 95% attendance.</p> <p>Ongoing Monitoring: Students participating in mentorship and leadership activities in school and in the community.</p>
Collaboration between site personnel, district office personnel, and law enforcement to reduce truancy, and the loss of school and personal property, along with providing additional mentoring services for our most "at-risk" population.	Campus Supervisors and site personnel coordinating campus safety	Safety Coordinator, School Resource Officer, Cops and Clergy, Truancy Sweeps	LCFF F/R	1,000	All	<p>Success Criteria: Coordination of site and community resources/interventions for our most "at-risk" population to address attendance and safety concerns.</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring	
		Item or Action Funded	Funding Source	Amount		Target Student Sub Group
					Ongoing Monitoring: Data tracking on the number of students served by intervention services and parent meetings with the discipline office.	
Provide transportation assistance to school for those students who are in need of support.	Administration, site staff, after school program	Public transportation passes	LCFF F/R	5,000	All	Success Criteria: Improved attendance from the students receiving assistance Ongoing Monitoring: Tracking the attendance of the students receiving assistance in order to ensure that they are taking advantage of the support.

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready. Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
SCHOOL GOAL #2:
Improve the total number of credits earned by students each trimester.
Data Used to Form this Goal:
Total number of credits earned and graduation rate.
Findings from the Analysis of this Data:
Students who earned more credits, made more progress towards graduation. An increased number of credits earned is a key indicator of student competency in core subject matter.
How the School will Evaluate the Progress of this Goal:
The site will monitor the total amount of credits earned every three weeks.
Parent Engagement Activities Related to this Goal:
Parents/guardians will receive progress/term reports mailed out by the district every six weeks. Formal and informal parent/guardian communication will occur throughout the school year by site staff. Student orientations with parent/guardian before enrollment where credit recovery options will be thoroughly explained.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
As students earn more credits, they will make progress towards graduating college and career ready.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Implementation of a progress monitoring system that allows students, counselors, parents/guardians, and other site personnel to track the number of credits earned.	Administration, site staff, and after school program staff				<p>Success Criteria: By the end of the first semester, 25% increase in the number of credits earned during the same period in the previous school year. Eighty-five percent of students earning 30 or more credits each semester.</p> <p>Ongoing Monitoring: Progress monitoring every 6 weeks to alls intervention if students are not making adequate progress.</p>
Increase the number of students participating in the Aventa Online credit recovery program.	Administration, site staff, and after school program staff				<p>Success Criteria: Having 150 students simultaneously earning credits participating in the online program</p> <p>Ongoing Monitoring: Monitor the number of credit recovery classes successfully completed using</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
					the online credit recovery program.
Increase the number of students obtaining additional credits through the after school program, community service, and work experience.	Administration, site staff, after school program staff				<p>Success Criteria: Increase the number of credits earned through the after school program, community service, and work experience.</p> <p>Ongoing Monitoring: Monitor the number of elective credits earned through the after school program, community service, and work experience.</p>
Expand the number of students earning credits through the site independent study program	Administration, site staff, after school program staff				<p>Success Criteria: By the end of the first semester, have over 100 students earning credit through the site independent study program.</p> <p>Ongoing Monitoring: Monitor the number of students enrolled and earning credits each</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
						trimester through the site independent study program.
Expand Intervention Classes and opportunities for earning credits	Administration, site staff, per diem teacher	Intervention Teachers and programs	LCFF F/R	3,276	All	<p>Success Criteria: Intervention teachers to teach CAHSEE preparation classes to students (priority will be given to those students in 12th grade and those students who scored within levels 1 & 2 on the previous year's Smarter Balanced Assessment.</p> <p>Ongoing Monitoring: Teachers will monitor progress through progress reports and formative assessments</p>
Extended school year opportunities for students to earn additional credits.	Administration, site staff, after school program, community organizations/entities	Site Staff with Program Improvement Funds	N/A	30,000	All	<p>Success Criteria: Increased number of credits earned towards graduation and increased number of graduates.</p> <p>Ongoing</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring	
		Item or Action Funded	Funding Source	Amount		Target Student Sub Group
					Monitoring: Analysis of the number of students who need to earn additional credits measured against those that participated in the extended school year program.	
Provide additional support to our English Learners in the form of attendance intervention, bus passes and mentoring.	Administration, English Learner Coordinator, site staff, Parent Advisor	Materials and support	LCFF LEP		EL	Success Criteria: Expand the opportunities for English Learners to acquire credits Ongoing Monitoring: Analysis of CELDT scores and credits earned.

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
Action 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.
SCHOOL GOAL #3:
Improve the overall graduation rate.
Data Used to Form this Goal:
Site graduation rates over previous school years.
Findings from the Analysis of this Data:
The more students that graduate, the greater number of students who are better prepared to successfully enter post secondary education and/or employment opportunities.
How the School will Evaluate the Progress of this Goal:
The site will monitor and analyze graduation data, along with available post secondary education and employment data from current and former students.
Parent Engagement Activities Related to this Goal:
Enrollment orientations, progress reports, formal/informal conferences with parents/guardians will provide opportunities for collaboration.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
An improved graduation rate will greatly elevate the students' ability to be college and career ready.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Graduation checks for all students within range of graduation. Range of graduation is students with 130 credits or more.	Administration, site staff, after school program					<p>Success Criteria: Prospective graduates within 60 and 30 credits of graduation by the end of the first and second trimesters respectively. 100 student graduating from American Legion by the end of the school year.</p> <p>Ongoing Monitoring: Progress monitoring every three weeks and at the end of each trimester to allow for intervention if students are not making adequate progress towards graduation.</p>
Targeted Social Emotional Learning for our "At Risk" Seniors with 130 credits or more.	Administration, site staff, after school program, intervention teacher	180 Degree Program intervention Teacher	LCFF F/R LCFF LEP	10,000	All EL	<p>Success Criteria: All prospective graduates needing to pass the CAHSEE/End of Course math assessments provided an opportunity to receive support.</p> <p>Ongoing</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
						Monitoring: Monitor the number of students passing or improving their score on the CAHSEE/End of Course math assessments.
After school program to provide additional opportunities for students to receive academic and/or social emotional intervention/support.	After school program staff					Success Criteria: Increase the number of students successfully completing graduation requirements. Ongoing Monitoring: Monitor the number of students earning credit through the after school program each trimester.
Have appropriate students complete a graduate profile.	Administration, site staff, After School Staff	Target Excellence	Title I Part A: Allocation	10,000	All	Success Criteria: All continuing students complete a graduate profile by June of the current school year. Ongoing Monitoring: Progress checks for all students at the end of each

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring	
		Item or Action Funded	Funding Source	Amount		Target Student Sub Group
					trimester, with a goal of 100% by June of the current school year.	
Provide opportunities for students to participate in social emotional counseling, therapy, and physical health and well being support, along with developing and strengthening students' prerequisite academic skills in order to increase their knowledge and ability to meet the District's graduation requirements.	Administration, site staff, after school staff, La Familia, MAP, Another Choice Another Chance, 180 Degree Program, and other site, district, and community members, programs, and/or entities	Prerequisite academic skills, ability, and knowledge needed to meet the District's graduation requirements.	LCFF F/R		All	<p>Success Criteria: Psycho/social emotional counseling, mentoring, and physical health and well being enables students to feel better about themselves and their surroundings.</p> <p>Ongoing Monitoring: Mentorship and behavioral log tracking student progress and graduation. Monitor referrals to outside agencies and changes in behavior.</p>
Achieve WASC accreditation.	Administration, site staff	WASC accreditation	LCFF F/R		All	<p>Success Criteria: American Legion will receive WASC accreditation.</p> <p>Ongoing Monitoring: Preparation for WASC visit.</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Develop and strengthen students' prerequisite academic skills and increase students' knowledge and ability to meet the District's graduation requirements.					

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	39,276.00
LCFF LEP	14,145.00
N/A	79,464.00
Title I Part A: Allocation	30,641.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	110,250.00
Goal 2	33,276.00
Goal 3	20,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Stanley Echols	X				
Charles Love			X		
Jason Coombs			X		
George Otiono		X			
Melissa Thurman			X		
Pedro Garibay		X			
Cyndi Clarke		X			
Jennifer Walker		X			
Ludie Levchenko		X			
Joyce Stephens		X			
Socorro Gonzalez			X		
Manual Barragan				X	
Tuan Purser					X
Alexander Cuevas					X

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

Recommendations and Assurances

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

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

X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	District/School Liaison Team for schools in Program Improvement	_____
		Signature
	Compensatory Education Advisory Committee	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
X	Other committees established by the school or district (list):	_____
	Schoolsite Leadership Team (Melissa Thurman)	_____
		Signature

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

Attested:

Stanley Echols

Typed Name of School Principal

Signature of School Principal

Date

Manual Barragan

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Annual Evaluation – REQUIRED Spring 2016

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

Strategies and Activities

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

Men's Leadership Academy, Community Outreach Workers and Social Emotional Support programs as evidenced by improvement in graduation numbers.

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

School Attendance Team as evidenced by lower attendance than previous years.

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

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

X 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:

Reinstitute previous years practice of a certificated staff member leading the team with more guidance from administration.