

The Single Plan for Student Achievement

School: Hiram W. Johnson High School
CDS Code: 34-67439-3434602
District: Sacramento City Unified School District
Principal: Felisberto Cedros
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 .

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

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	700	691	690
African American	612		
American Indian	515		
Asian	757		
Filipino			
Hispanic	679		
Pacific Islander	686		
White	744		
Socioecon Disadvantaged	705		
English Learners	673		
Students w/ Disabilities	538		

*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	32.2	45.3	
African American	17.4	26.1	
PIAmerican Indian	--	--	
Asian	43	66	
Filipino	--	--	
Hispanic	27.9	35.1	
Pacific Islander	--	--	
White	33.3	58.3	
Socioecon Disadvantaged	31.2	45.7	
English Learners	20.4	44.7	

Students w/ Disabilities	12.7	10.9	
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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
	#	%	#	%	#	%	#	%	#	%	#
9	1	1	22	20	40	36	17	15	32	29	112
10	2	2	25	23	41	37	19	17	24	22	111
11	3	3	33	34	34	35	15	15	13	13	98
12	6	6	46	43	29	27	13	12	13	12	107
Total	12	3	126	29	144	34	64	15	82	19	428

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	525	525	525	525	525
% w/ Prior-Year Data	97.7%			97.7%	97.7%
# in Cohort	513	95	451		
# Met AMAO	287	17	212	257	284
% Met AMAO	55.9%	17.9%	47.0%	36.0	45.0

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	428	428	428	428	428
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	428	83	371		
# Met AMAO	238	8	166	225	248
% Met AMAO	55.6%	9.6%	44.7%	30.0	44.0

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	366	366	366	366	366
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	366	93	306		
# Met AMAO	154	11	105	219	264
% Met AMAO	42.1%	11.8%	34.3%	28.0	42.0

*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	700		673		705			
	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%	86%							
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas	43.9%							
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year	20.10%							
		% increase in exemptions: ELA (3%, 2%)	5%		1%		3%			
		% increase in exemptions: Math (2%, 3%)	1%		-2%		-7%			
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks	6.0%		0.0%		6.3%			
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)		14.80%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	94.49%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%	0.90%							
	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	4.7							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			9.5%					
	API	Maintain: ALL, EL, SES until API is revised	700		673		705			
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?

Not all significant subgroups met the NCLB AYP Percent Proficient - Annual Measurable Objectives (AMOs).

- Efforts to transition from California Standards to Common Core State Standards shifted curriculum focuses and instructional strategies.
- CCSS transition strategies do not fully address the critical standards in CAHSEE - the primary assessment for AMOs criteria.

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.

2014-15 Allocations of Funds**Allocations of Funds**

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	259,582	0.00
LCFF LEP	89,872	0.00
LCFF F/R	332,739	0.00
Title I: Assistance to Schools (Priority Schools)	915,724	0.00
Quality Education Investment Act (QEIA)	996,107	0.00

Planned Improvements in Student Performance

School Goal #1

District/LCAP GOAL:
Action 1.1 : Provide standards aligned curriculum
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
SCHOOL GOAL #1:
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 college-going culture and career readiness.
Data Used to Form this Goal:
<ul style="list-style-type: none">• API - (prior to 2013).• AYP - CAHSEE % proficient in ELA and Math.• CAHSEE passing rate.• CELDT scores and RFEP rate.• HJ specific course benchmarks.• Student transcript grades.• DataDirector user login frequency.
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• The school API increased significantly from the 2009-2010 academic school year.• CAHSEE passing rate improvement is inconsistent.• AYP AMO ELA Percent Proficient:<ul style="list-style-type: none">o Significant gains from 2010-2012.o A small decline in 2013.o All student groups, except African American and White, made progress in 2014.• AYP AMO Math Percent Proficient:<ul style="list-style-type: none">o Significant improvement from 37.1% in 2009 to 45.3% in 2014.o All subgroups improved over the five-year span.o A slight decrease (1.6%) in 2014 schoolwide mainly as a result of decreases from English learners and students with disabilities.• DataDirector users and usage frequency improved significantly.• New staff members and a few veteran staff are still not fully competent in data access and analysis.• New staff members need to be trained on data analysis and usage.

How the School will Evaluate the Progress of this Goal:

- Mini-administrative walkthrough to monitor and assess the implementation of each item.
- Quarterly benchmarks to assess achievement level as measured by the established goals.
- Annual AYP results, CAHSEE passing rate, CELDT scores and EL reclassification rate.
- Monitor DataDirector users and usage frequency.
- Professional development calendar and opportunities.
- On-going assessment on how staff 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: How does this goal address the school's program improvement issues?

- 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.
- Improvement in student mastery of core academic standards will increase percent of students proficient in AYP AMO in English and math.
- 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, which will result in more students meeting the AYP AMO targets.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Develop, implement and monitor college and career readiness curriculum program: 1) master schedule that meet the need of students and staff and in compliance with all educational programs. 2) Program students, in particular English Learners and students with disabilities, into appropriate courses that prepare students to be college and career ready.	Curriculum & Instruction AP; Counselors	Counselor	Title I Part A: Allocation	79,000	All	Verification of student schedule accuracy; Hiring of the listed staff
		Counselor	Quality Education Investment Act (QEIA)	91,000	All	
		Assistant Principal	Title I: Assistance to Schools (Priority Schools)	135,000	All	
		Office Technician	Quality Education Investment Act (QEIA)	68,000	All	
		Instructional supplies	Title I: Assistance to Schools (Priority Schools)	53,724	All	
Support clear standards-based classroom and instructional plan (physical environment, instructional delivery, classroom management and research-based strategies) and data driven decision making culture to the staff through professional development and individual conferences.	Administration	Professional development costs, stipends and substitute	Quality Education Investment Act (QEIA)	38,607	All	The number of administrative walk-throughs conducted Training agenda Staff sign-in
		SDAIE Professional Development series	Quality Education Investment Act (QEIA)	40,000	EL	
Provide opportunities and training to teachers on how to create standard-based curriculum map, course syllabus, classroom and quarterly benchmarks.	Curriculum and Instruction AP	Staff Stipend	Quality Education Investment Act (QEIA)	10,000	All	Staff sign-in sheets
Provide four days of professional development for teachers to collaboratively develop common scope and sequence, courses syllabus and quarterly benchmarks.	Department Facilitators and Curriculum and Instruction AP	Fund teachers to attend four days of training	Title I Part A: Allocation	48,000	All	<ul style="list-style-type: none"> Staff sign-in sheets Scope and sequence, course syllabus and benchmark submission Benchmark administration

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	
Establish common planning time (CPT) for teachers to meet on weekly basis to analyze student achievement data, review curriculum map, and share best instructional practices.	AP of Professional Development	Teacher stipend and PD Cost	Quality Education Investment Act (QEIA)	20,000	All	CPT calendar and attendance sheet
Support the development and expansion of ALPHA pathway to support advanced learners.	Administration and ALPHA lead teacher					Student enrollment
Expand Co-Teaching Model for RSP teachers and students.	Curriculum Instruction AP					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	LCFF F/R	44,739	All	Student enrollment and use of the licenses; student progress in the program
		Instructional Supplies	LCFF LEP	25,000	EL	
Provide supplemental instructional support to English learners, students with disabilities and students performing below grade level.	Administration and paraprofessionals	Paraprofessional	LCFF LEP	62,000	EL	
		Paraprofessional	Title I Part A: Allocation	75,000	All	
		Paraprofessional	Quality Education Investment Act (QEIA)	94,000	All	

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	
Quarterly benchmarks for all subjects.	Administration and department facilitators					
Monthly sharing of school health report, including attendance, grade report and behavior.	Administration					Monthly staff meeting agenda
Class size reduction - reduce class size in core subjects and intervention classes.	Principal	Additional teachers	Quality Education Investment Act (QEIA)	385,000	All	Master schedule showing individual class size
			Title I: Assistance to Schools (Priority Schools)	600,000	All	
			LCFF F/R	267,000	All	

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
Action 2.1: Students will be provided cleaner Action 2.2: All schools will become safer
SCHOOL GOAL #2:
Establish and maintain safe, clean and welcoming school climate.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Student disciplinary referral data.• Monthly attendance data.• Student survey.• Complaints.• Facility inspections and Williams Review.• State School Climate (SCI) report.• California department of education suspension, expulsion and truancy report.
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Percent of students receiving disciplinary referral have been declining from 67% in 2009-2010 school year to 50% in 2013-2014 school year.• Violent incidents (fight and battery) dropped significantly from 2009-2010 school year. It leveled off for three years but increased slightly in 2013-2014.• 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.• An average of 40 teachers have had to issue at least 20 disciplinary referrals yearly.
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.
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: How does this goal address the school's program improvement issues?

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 Sub Group	
Maintain an In-House Suspension Program to reduce off-campus suspension and allows the students to continue to receive instruction in school.	Principal	In-House Supervisor	Quality Education Investment Act (QEIA)	71,000	All	The number of students served by the program
Provide additional school campus supervision.	Principal	Two campus monitors	Quality Education Investment Act (QEIA)	117,500	All	

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
SCHOOL GOAL #3:
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.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Parent involvement activities.• Parent conference logs.• 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:
<ul style="list-style-type: none">• 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: How does this goal address the school's program improvement issues?

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 Sub Group	
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, state mandated testings.	Parent Advisor	Parent Advisor	Title I Part A: Allocation	56,000	All	Parent sign-in sheet Parent engagement activities Conferences attended
		Parent Training/Conferences	Title I Part A: Allocation	1,582	All	
		Parent Training/Conferences	LCFF LEP	2,872	EL	
Principal hosts a Community Forum and holds extended office hours.	Principal					The number of forums held; the number of principal's extended hour days
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 and School Nurse	School Nurse	Title I: Assistance to Schools (Priority Schools)	67,000	Low Income	The number of medical, vision and dental services available to students; the number of students utilizing the available services
Home visits to incoming 9th grade students	Home Visit Coordinator	Home visit coordinator	Quality Education Investment Act (QEIA)	61,000	All	The number of home visits conducted
			LCFF F/R	21,000	All	
Continue to fund Healthy Start to provide social/emotional student support services.	Student Services Coordinator	Coordinator	Title I: Assistance to Schools (Priority Schools)	60,000	All	The availability of services; the number students utilizing the services
Continue to work collaboratively with ASSETs to support Parent Empowerment Workshops	AP of Community Engagement					Number of workshops offered; Parent attendance

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	332,739.00
LCFF LEP	89,872.00
Quality Education Investment Act (QEIA)	996,107.00
Title I Part A: Allocation	259,582.00
Title I: Assistance to Schools (Priority Schools)	915,724.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,136,070.00
Goal 2	188,500.00
Goal 3	269,454.00

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
Felisberto Cedros	X				
Susan Rubert		X			
Daisy Piatt		X			
You Lor		X			
Li Ezzel		X			
Michelle Mendonca			X		
Lisa Hall				X	
Nellie Sutton				X	
Pamela Moreno_Jimenez				X	
Sarah Ashraf					X
Ashley Medieros					X
Brenda Saephan					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.

Annual Evaluation – REQUIRED Spring 2016

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

Strategies and Activities

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

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

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

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

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

Eliminating it from next year's plan

Continuing it with the following modifications:

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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):**

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

Maria E Arenas
Signature

Signature

Signature

Signature

Signature

Signature

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 February 4, 2015.

Attested:

Felisberto Cedros

Typed Name of School Principal

Felisberto Cedros

Signature of School Principal

2/5/15

Date

Nellie Sutton

Typed Name of SSC Chairperson

Nellie Sutton

Signature of SSC Chairperson

Nellie Sutton

2/5/15

Date