

The Single Plan for Student Achievement

School: Luther Burbank High School
CDS Code: 34-67439-3430972
District: Sacramento City Unified School District
Principal: Jim Peterson
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 September 1, 2016.

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

Luther Burbank High School is a comprehensive four-year high school located in South Sacramento. The school is dedicated to preparing our diverse student population for the challenges of college and career. In order to fulfill that promise the school provides programs that range from English Language Development to International Baccalaureate Diploma. Our Hmong, Latino, African American, Indian, Vietnamese, Russian/Ukrainian students, among others, all share in the rich fabric of diversity the school culture provides.

In an effort to create an educational environment based on relationships and individual learning, the school has been organized into small learning communities (SLC). Rather than a single large school of 1700, we are a campus of six small learning communities, each centered around an academic pathway theme, where students are placed into groups of approximately 300 students and share the same “core” teachers, as well as a geographical area of the school site itself. The smaller learning communities allow for a more personalized instructional experience. In addition to more personalized instruction, the themes of the small learning communities allow the campus to better connect to the community at large, making instruction more relevant to students as they see, and experience, how curriculum translates to the world beyond our walls. The themes of our small learning communities are: Medical and Health Science, Law and Social Justice, Information Technology, Construction and Design, Visual and Performing Arts and Global Studies.

For more information about the school, please visit our website at: www.Lutherburbankhs.com

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	351	400	326	354	303	324	92.9	88.5
All Grades	351	400	326	354	303	324	92.9	88.5

* 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	2547.2	2527.9	6	6	28	28	33	27	26	39
All Grades	N/A	N/A	6	6	28	28	33	27	26	39

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	11	11	57	49	31	40
All Grades	11	11	57	49	31	40

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	17	13	51	42	31	46
All Grades	17	13	51	42	31	46

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	66	58	29	33
All Grades	5	9	66	58	29	33

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	17	15	63	55	18	29
All Grades	17	15	63	55	18	29

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	351	401	324	359	309	343	92.3	89.5
All Grades	351	401	324	359	309	343	92.3	89.5

* 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	2507.2	2500.3	1	2	10	7	25	23	59	68
All Grades	N/A	N/A	1	2	10	7	25	23	59	68

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	4	3	28	24	68	72	
All Grades	4	3	28	24	68	72	

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	2	47	43	49	55
All Grades	3	2	47	43	49	55

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	3	3	63	58	34	39
All Grades	3	3	63	58	34	39

Conclusions based on this data:

- 1.

School and Student Performance Data

2015 Accountability Progress Reporting

Met All Components	Met English Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status
No	No	No	N/A		In PI

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	48	53	43	22	16	30	9	8	12	8	5	1	12	18	14
10	37	39	39	36	36	28	11	6	12	9	10	9	7	9	11
11	54	49	33	13	29	39	20	13	9	7	5	5	7	5	15
12	55	48	38	16	32	40	10	11	13	11	1	4	8	9	6
Total	49	48	39	21	26	33	13	9	11	9	5	5	8	11	12

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	377	390	320
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	377	390	320
Number Met	272	287	223
Percent Met	72.1%	73.6%	69.7%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

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	55	335	68	345	59	283
Number Met	5	190	12	203	7	138
Percent Met	9.1%	56.7%	17.6%	58.8%	11.9%	48.8%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	No	Yes	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

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	678		652		678			
	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%	87.80%							
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas	94.1%							
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year	50.70%							
		% increase in exemptions: ELA (3%, 2%)	3%		2%		3%			
		% increase in exemptions: Math (2%, 3%)	0%		0%		0%			
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks	2.6%		0.0%		3.0%			
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)		29.50%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	93.52%							

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%	1.10%							
	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	8.8							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			11.6%					
	API	Maintain: ALL, EL, SES until API is revised	678		652		678			
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?

LBHS is in program improvement due to a continuing achievement gap, in with subgroups, particularly among African American students. This can be seen particularly in our ELA and math test scores.

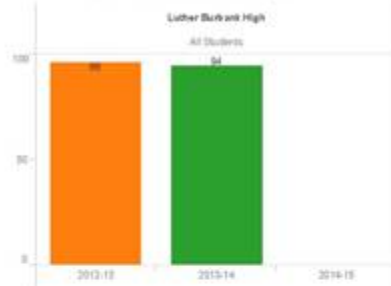
School and Student Performance Data

LCFF State Priorities Snapshot

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



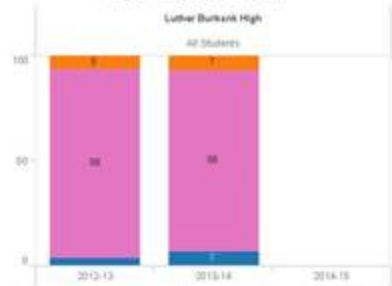
Percent of Students Who Passed an Advanced Placement (AP) Exam with a Score of 3 or Higher



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

None	2012-13	2013-14	2014-15
Luther Burbank High	2	3	

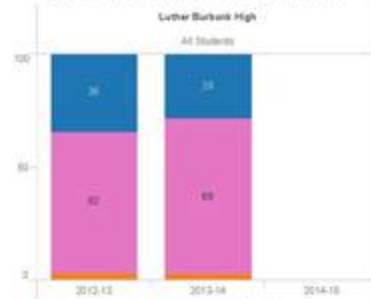
Early Assessment Program (EAP) College Readiness Results for English-Language Arts (ELA)



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

None	2012-13	2013-14	2014-15
Luther Burbank High	83	85	

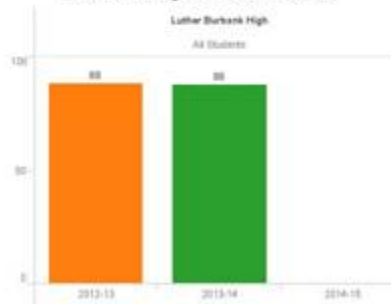
EAP College Readiness Results for Mathematics



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

None	2012-13	2013-14	2014-15
Luther Burbank High	88	88	

4-Year Cohort High School Graduation Rate



4-Year Cohort High School Dropout Rate

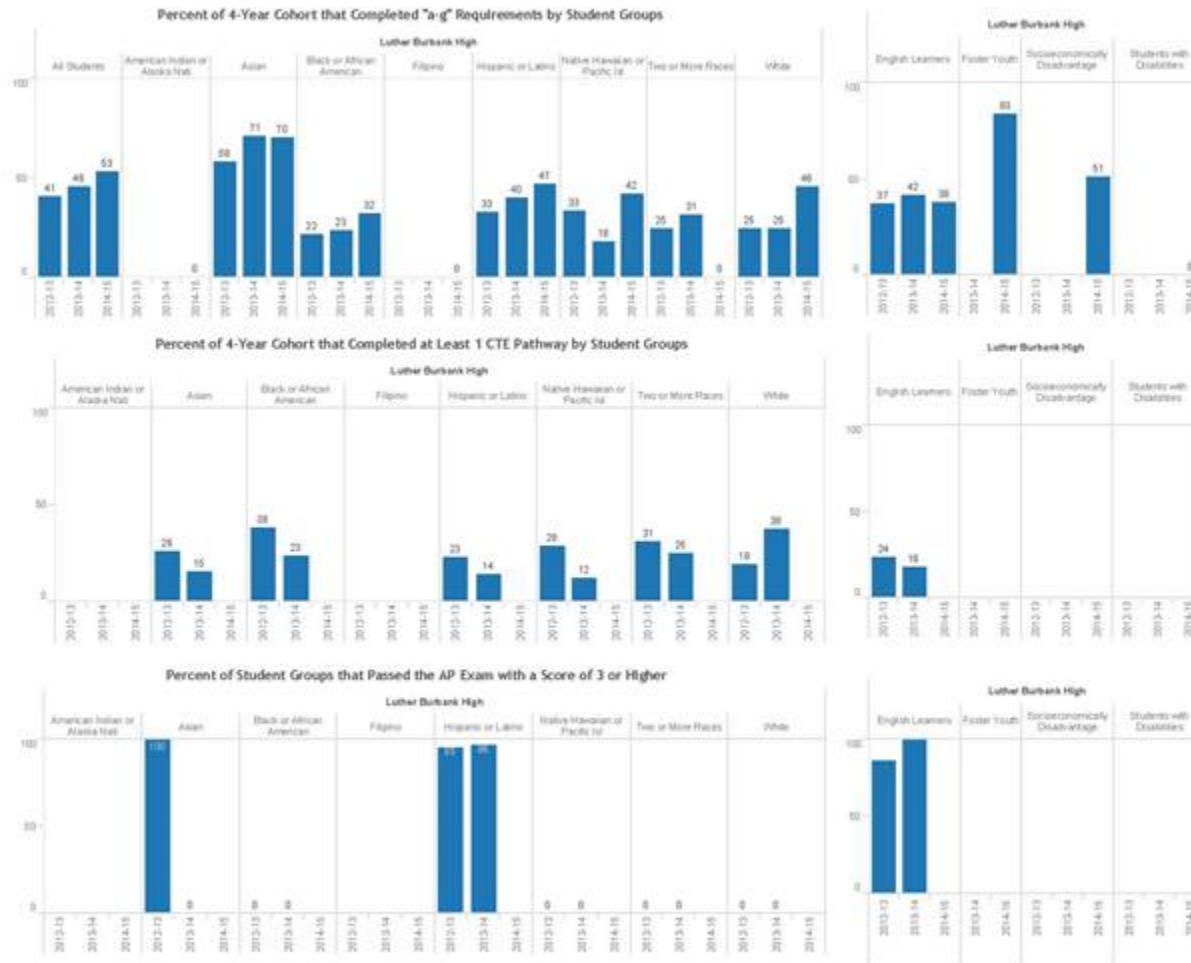


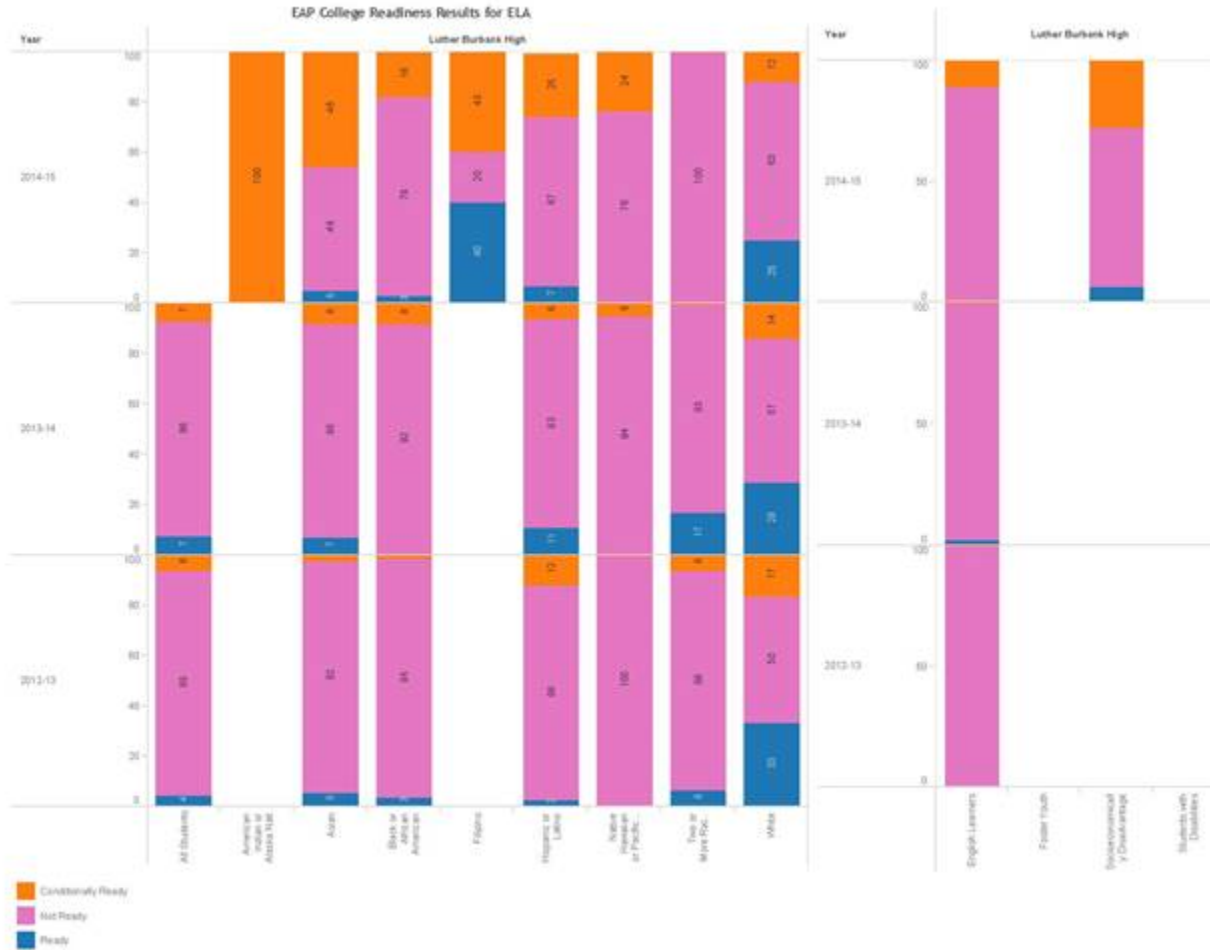
Number and Percent of Students Expelled

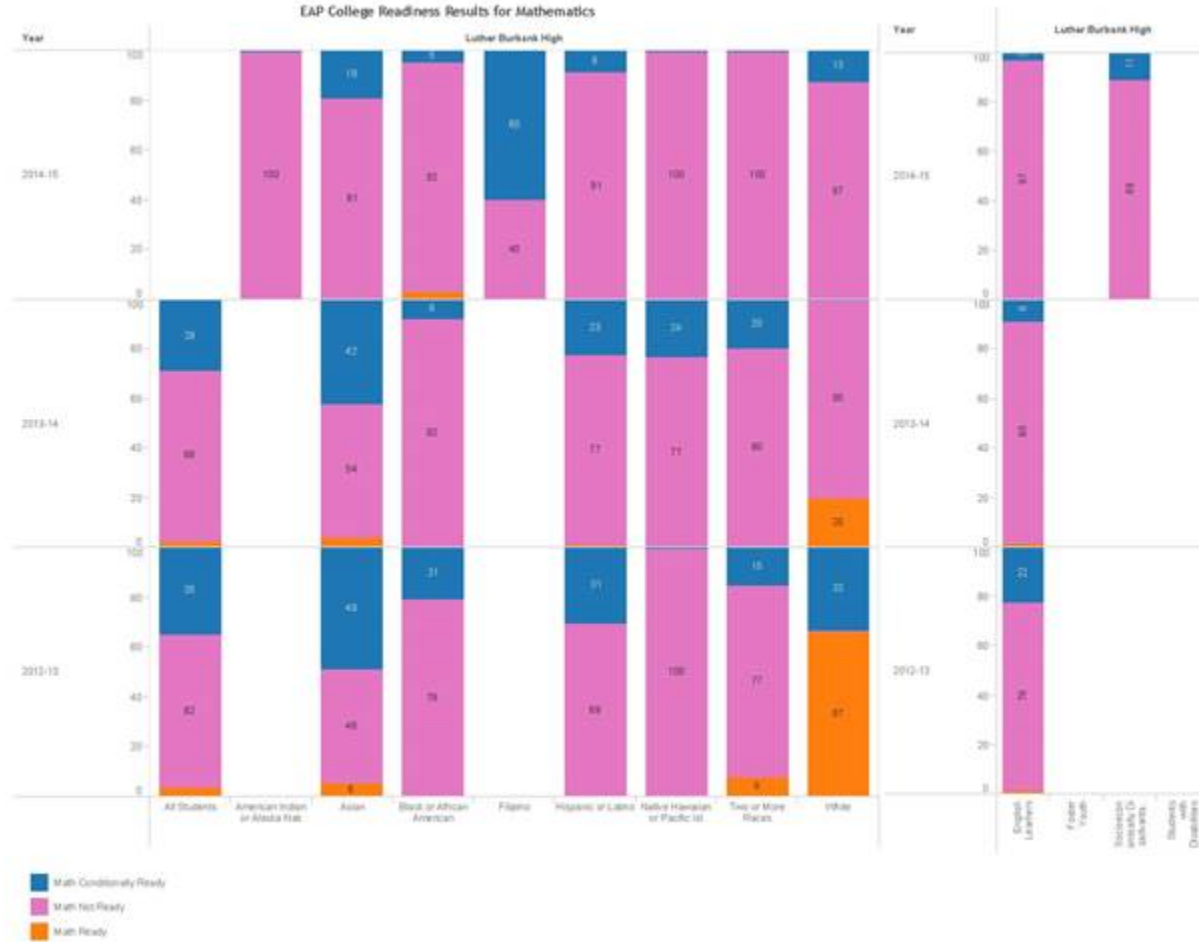
None	All Students		
	2012-13	2013-14	2014-15
Luther Burbank High	0 0.0%	0 0.0%	2 10.0%

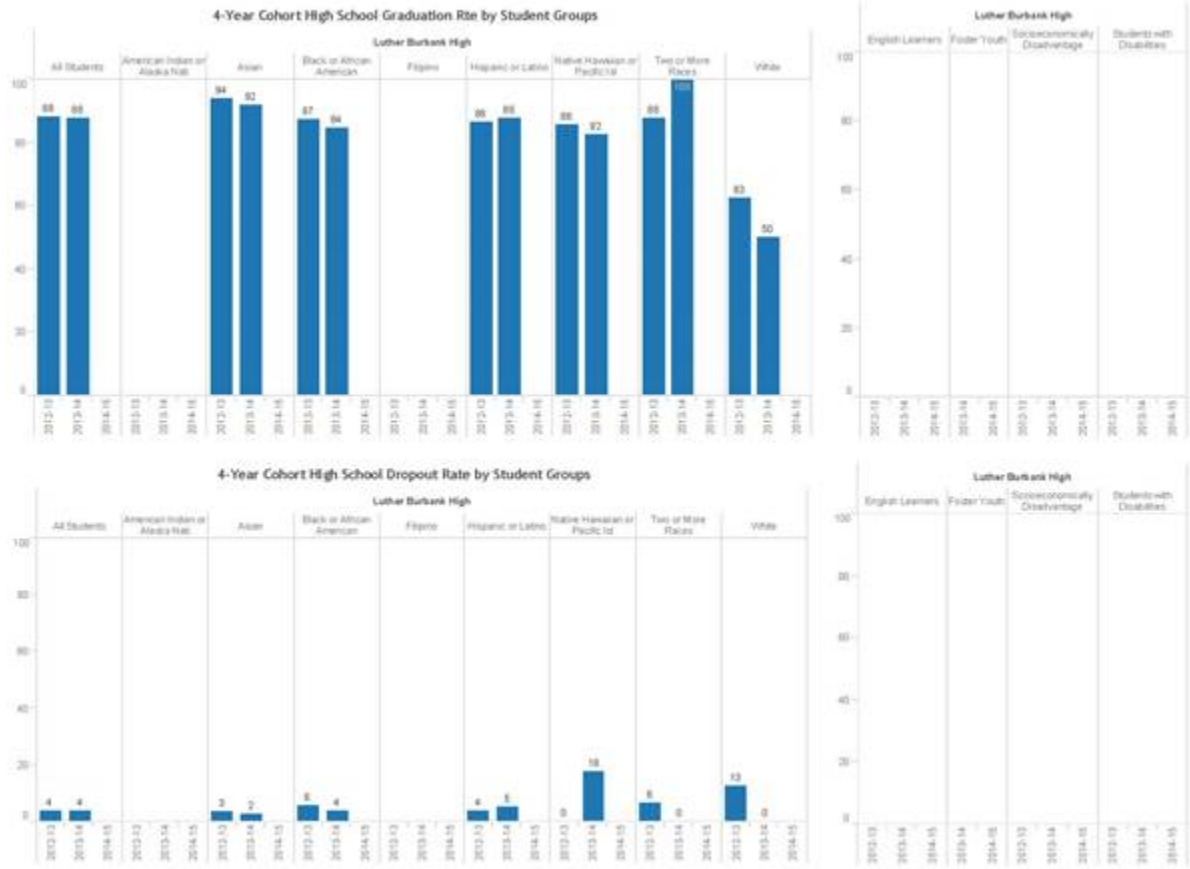
Number and Percent of Students Suspended

None	All Students		
	2012-13	2013-14	2014-15
Luther Burbank High	228 12.7	188 9.8	193 9.7









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.

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.

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.**

2016-17 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	\$325,685	0.00
LCFF F/R	\$408,918	0.00
Title I: Intervention	\$800,000	0.00

Planned Improvements in Student Performance

School Goal #1

District/LCAP GOAL:
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.
SCHOOL GOAL #1:
Maintain small learning communities and career pathways for all students which foster productive collaborative relationships with students, community and among teachers. Maintain small learning community common planning time.
Data Used to Form this Goal:
AYP, graduation rates, students meeting A-G requirements, suspensions, referrals
Findings from the Analysis of this Data:
Improvements needed in all areas
How the School will Evaluate the Progress of this Goal:
Improved AYP for all sub-groups, improved graduation rates, improved % meeting A-G requirements, lower suspensions and referrals particularly for impacted sub-groups.
Parent Engagement Activities Related to this Goal:
SLC phone calls, Parent University
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>In order to improve student achievement in ELA & Math, per our restructuring plan, we need to hire and assign teachers to appropriate SLCs to create student cohort in all core content subjects. Each SLC will provide for English learner needs and interventions for students below grade level. All 9th graders will be assigned an intervention ELA class. SLC English, social studies and math teachers will share a common planning time to design individualized interventions with students in grade levels 9 through 12 in order to ensure that academic deficiencies are being addressed and that students are making progress toward college and career readiness. SLC Teachers will be communicating plans with SLC counselors and parents/guardians.</p> <p>Bilingual Aide - Spanish speaking for student classroom assistant and contact Spanish speaking parents</p>	Principal and SLC leads	Hire 7.6 FTE teachers	Title I: Intervention	668,649	
		Hire 2.8 FTE teachers	LCFF F/R	278,172	
		Hire 1.8 FTE teachers	Title I Part A: Allocation	159,994	
		Hire 0.8 FTE teacher	LCFF LEP	94,736	
		Hire 0.5 FTE Bilingual Aide	LCFF F/R	45,095	
As part of the implementation of the restructuring plan, hire one counselor per SLC to integrate counseling support into wrap-around approach to learning. Counselors will coordinate Tier 2 and Tier 3 interventions aimed at consolidating core teacher feedback into an individualized growth plan for struggling students, with special focus on literacy and math skills. Also, counselors will provide career readiness	Principal	Hire 1.0 FTE counselors	Title I Part A: Allocation	86,582	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
counseling, college counseling and attendance reviews to ensure students have goals and stay on track.					
Establish weekly common planning time for all SLCs.	Principal				
To implement Small Learning Communities as designated in the restructuring plan, provide a per diem for SLC lead teachers in order to manage this cohorted intervention. Lead teachers will schedule classes for all students within their SLC's based on their academic and career needs, coordinate and facilitate weekly meetings for faculty within their SLC, engage and communicate with parents. Along with the SLC counselor, lead teachers will establish and track interventions for students within SLC and track progress of SLC students towards college readiness and graduation.	SLC lead teachers	Stipend	Title I: Intervention	131,351	

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
where students learn social and emotional skills and receive additional supports to increase their engagement in learning. more culturally competent environments
LEA Plan Goal Alignment
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
SCHOOL GOAL #1:
Implement social emotional learning curriculum and restorative practices such as peer court and harm circles. Continue development of Ambassadors program. Continue implementation of 7th period leadership classes. Improve communication and follow through with absent students.
Data Used to Form this Goal:
Referral and suspension , attendance records
Findings from the Analysis of this Data:
Referrals, truancy and suspension numbers are too high
How the School will Evaluate the Progress of this Goal:
Decrease in the number of students who receive referrals, and suspensions as well as absences.
Parent Engagement Activities Related to this Goal:
Inform parents about restorative structures. Teach parents through Parent University about SEL Curriculum.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>Implement Peer Court Class</p> <p>This program is an alternative approach to the traditional school discipline system. A student who faces disciplinary action as the result of having committed an offense has the opportunity to agree to a community forum made up of his or her peers. Peer court is under the supervision of a teacher and volunteer students who play a variety of roles in the process. Peer court is student-focused and driven and is designed to empower youth and encourage responsible decision making.</p>	Peer Court Coordinator and Extended Day Coordinator	Assets Grant			
<p>Social-Emotional Learning</p> <p>Through SEL, students learn skills in five competencies that are essential to success in school and life.</p> <p>With these skills, which students learn through curriculum, which is embedded in their geography and English 9 classes, they learn to manage their own emotions and behavior. This in turn will help them become more successful students. Through instruction and role modeling, children will learn how to control their reactions and how to get along better with others, creating a happier learning environment for teachers, staff and kids.</p>					

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
Action 1.1 : Provide standards aligned curriculum
LEA Plan Goal Alignment
5. All students will graduate from high school.
SCHOOL GOAL #3:
Provide learning structures and opportunities for the advancement of all learners with a focus on implementation of Common Core and college / career preparation. Structures should be inclusive of English learners, special needs students and advanced learners.
Data Used to Form this Goal:
Common core assessments, IB assessments, CELDT assessments, redesignation data, and IEPs.
Findings from the Analysis of this Data:
Improvement needed in all areas.
How the School will Evaluate the Progress of this Goal:
Formal and informal reviews of assessments.
Parent Engagement Activities Related to this Goal:
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>Intervention reading class training. Geography literacy training</p> <p>Ongoing Staff Development</p> <p>Increasing number of students to enroll in IB full diploma program</p>	Principal	<p>Training and workshop</p> <p>Teachers Training, registration.</p> <p>English and Math pull-out days on staff development</p>	Title I Part A: Allocation	29,440	
<p>Parent Advisor to support all parents, including English learners and facilitate non-English speaking parent engagement</p> <p>Restorative Practice to reduce gang activity, suspensions, disciplinary referrals and increase attendance rate</p>	Principal	<p>Outside Service Contractor</p> <p>Hire 5.45 hrs GVS</p>	<p>LCFF F/R</p> <p>LCFF F/R</p>	<p>18,000</p> <p>61,706</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	
Weekly department meetings to support Common Core implementation	Department facilitator	Stipend/Central			
Parent Involvement	Principal	Provide parent training and conference Transportation for college tours	Title I Part A: Allocation	9,090	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Supplementary classroom and instructional technology materials purchase to enhance classroom teaching	Principal	Literacy & Math lab materials to improve student literacy & Math skills by implement alternate curriculum: <ul style="list-style-type: none"> • Highlighters • Composition books • Color coded paper • Markers • 7th period intervention classroom materials • Graphic calculators • Resource books for classroom libraries • Inks & cartridges for printing supp. college readiness materials, program implement by CSUS • Upgrade or computer and technology purchase for tutoring center/language lab 	Title I Part A: Allocation	40,579	

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	408,918.00
LCFF LEP	98,756.00
Title I Part A: Allocation	325,685.00
Title I: Intervention	800,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,464,579.00
Goal 3	168,780.00

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
Jim Peterson	X				
Linda Vonthongkham			X		
Tiffany Johnson				X	
Teresa Hernandez				X	
Santa Cruz C.				X	
Temaleti Niuvao					X
Patricia Ojeda					X
Jade Vue					X
Rory Jones		X			
Nichole Scrivner		X			
Stacey Willett		X			
Chris Coey		X			

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

Recommendations and Assurances

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

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 01-25-2016.

Attested:

Jim Peterson

Typed Name of School Principal

Signature of School Principal

Date

Rory Jones

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?

Funded teachers, counselor and teacher leads for maintaining SLC structure as an intervention for all of our students to get them college and career ready. Data shows slight increase in attendance. Higher percentage of seniors in all SLCs taking IB Exams.

Funding for Gang Violence Suppression interventionist trained in conflict resolution and restorative practices. Data shows reduction in suspension rates (particularly violence related suspensions).

Home Visits to build parent/school connection. Graduation rates.

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

Parent advisor who was funded was only available for after-school hours. This was an ineffective replacement for the previous full time Parent Advisor (Ms. Gonzalez), especially in terms of having a foreign-language speaker available consistently during school hours.

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

X Other: Student achievement correlates strongly to parent involvement and hold students accountable. Parents did not have

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

Eliminating it from next year's plan

X Continuing it with the following modifications:

Continuing it with the following modifications: Hiring a new parent advisor for 4 hours during the school day.