

Single Plan for Student Achievement 2018-2019

James Logan High School



The Single Plan for Student Achievement 2018-2019

School: James Logan High School

District: New Haven Unified

County-District School (CDS) Code: 01-61242-0134668

Principal: Abhi Brar

Date of this revision: October 18, 2018

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 November 13, 2018.



Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Local Education Agency (LEA) GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 1 – SCHOOL GOAL: English Language Arts (ELA)

California Dashboard Academic Indicator – ELA

Does not provide ELA scores for grades 9 thru 12. These scores are included in the College and Career Readiness scores.

California Assessment of Student Performance and Progress (CAASPP) – Smarter Balanced Assessment Test (SBAC) Results – English Language Arts

- In 2018-19, JLHS will increase the number of students who meet or exceed standards on the SBAC by 8% from 74% to 82% or higher.
- In 2018-19, JLHS African American student scores will increase by 10% from 62% to more than 72% or higher.
- In 2018-19, JLHS Latino student scores will increase from by 10% from 67% to more than 77% or higher.
- In 2018-19, JLHS English Language Learner (EL) student scores will increase by 10% from 20% to 30% or higher.
- In 2018-19, JLHS Students with Disabilities scores will increase by 10% from 17% to 27% or higher.

<p>What data did you use to form this goal? Smarter Balanced Assessment Consortium (SBAC) standardized assessment results; benchmark assessment results</p>	<p>What were the findings from the analysis of this data? (Update Analysis Spring 2017 Data) The SBAC scores indicate a growth of 8% for the overall student population. There is significant growth for each subgroup, however, there continues to be an achievement gap for African American, Latino, EL and Students with Disabilities.</p>	<p>How will the school evaluate the progress of this goal? The Logan Instructional Leadership Team (ILT) and School Site Council will regularly evaluate growth on the SBAC and Early Assessment Program (EAP) data. The English Language Arts department will review the departmental data for growth. Members of the English Language Development team as well as Special Education departments will also review data for sub group data.</p> <p>As benchmarks and common assessments are implemented, teachers will use student data (collected via Illuminate, Turnitin.com, etc.) to gauge readiness of 9th – 11th grade students for SBAC.</p>
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STRATEGY: During the 2018-19 school year, JLHS will continue professional development (PD), literacy support, and common core alignment. Teachers will work with Smarter Balanced Assessment results to identify specific areas for growth during the Rigorous Curriculum Design (RCD) teams throughout the year.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Continue to support literacy strategies through Reading Apprenticeship (RA), Rigorous Curriculum Design (RCD), and release days for ELA and Social Science departments.	School Principal, ELA & Social Science Department Administrators, ELA & Social Science Department Chairs	Teacher teams will have release days and paid collaboration to work with one another on curriculum alignment and literacy strategies that can be used in core content areas: ELA – 2 days/team Science – 10 days/team Social Science – 9 days/team	LCFF \$50,218 (1001) District Funded RCD 2-days per team (1001)
Continue alignment work of the 9th - 12th grade ELA teacher teams. All teachers will use common assessments, units of study, and share assessment results in Illuminate.	ELA Department Chair, ELA Administrator, Curriculum Leaders	ELA teachers will review benchmark assessments and use results to inform instruction and update detailed units of study through 3 release days during the year.	Cost listed above
Grade 12 students will take Expository Reading and Writing from a trained teacher.	ELA Administrator, ELA Department Chair	Any new 12 th grade teachers will receive first time training in the California State University (CSU) Expository Reading and Writing class, provided by CSU.	LCFF \$500 (1001)
Teachers use Turnitin.com to collect student work and provide feedback.	ELA Department Chair, ELA Administrator, Curriculum Leaders	Teachers will continue using Turnitin.com to collect student work, and provide feedback. Literacy coaches will provide further training on how to use additional features – peer feedback, etc.	District Funded (1001)
Update ELD courses to align with EL standards, and CDE requirements	School Administration, District EL Team	Update ELD courses to align with EL standards and CDE requirements – course offerings for newcomer EL students and long-term EL students. Provide professional development for teachers teaching the courses – 3 full-day release days for 9 teachers teaching ELD courses.	Title I \$3,000 (1002) District Funded (1002)
Support Ethnic Studies Curriculum Development	Principal, Ethnic Studies Department Chair	Provide release time for Ethnic Studies teachers to align units of study across all Ethnic Studies courses – develop common foundational units, creation of common elements on assessments used, etc.	LCFF \$4,890 (1001)
Realign instruction to the Social Science Framework.	Social Science Administrator, Social Science Department Chair	Provide release time for teachers to attend PD on the new framework redesign for social science.	Cost listed above
Provide textbook adoption support	Social Science Administrator, Social Science Department Chair	Provide release time for 2 teachers per grade level – one day for preparation and curriculum review, and one day to attend a textbook reveal at the Alameda County Office of Education.	LCFF \$1,152 (1001)
Provide supports and Interventions for Advanced Placement (AP) Courses, SAT/ACT Prep.	AP Coordinator, AP Teachers	Engage AP teachers in review of AP exam data – analyze patterns of student performance, and create interventions to better support student success. Continue the use of online supplemental programs (Ex: Khan Academy, Albert.io, etc.).	LCFF \$2,124 (1001) Title I \$3,000 (1005)
Provide additional Curriculum Leader	Principal	Provide additional curriculum support for Next Gen Science Standards (NGSS) adoption by creating an additional Curriculum Leader II position for Biology teacher cohort. The Curriculum Leader II will facilitate all Biology team meetings, support curriculum development aligned to NGSS, collect assessment data, and organize teacher training on NGSS implementation	LCFF \$2,186 (1001)
Next Gen Science Standards (NGSS) Implementation	Site Administrators, Science Teachers	Provide NGSS implementation professional development to all Science teachers. Teachers will attend the NGSS rollout training #5 offered by CA Dept. of Education.	LCFF \$3,600 (1001)

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SECTION 2 – SCHOOL GOAL: Mathematics

California Dashboard Academic Indicator – Mathematics

Does not provide Math scores for grades 9 thru 12. These scores are included in the College and Career Readiness scores.

California Assessment of Student Performance and Progress (CAASPP) – Smarter Balanced Assessment Test (SBAC) Results – Math

- In 2018-19, JLHS will increase the number of students who meet or exceed standards on the SBAC by 10% from 41% to 51% or higher.
- In 2018-19, JLHS African American student scores will increase by 10% from 26% to more than 36% or higher.
- In 2018-19, JLHS Latino student scores will increase by 10% from 27% to more than 37% or higher.
- In 2018-19, JLHS English Language Learner (EL) student scores will increase by 10% from 19% to 29% or higher.
- In 2018-19, JLHS Students with Disabilities scores will increase by 5% from 5% to 10% or higher.

Algebra I

In the 2018-19 school year, JLHS will reduce the failure rate in Algebra I to under 13%.

<p>What data did you use to form this goal? Course enrollment; semester grades; Smarter Balanced Assessment Consortium (SBAC) standardized assessment results</p>	<p>What were the findings from the analysis of this data? Approximately 60% of the freshman class takes Algebra I each year. About 120 students (grades 10-12) are currently enrolled in a second year of Algebra I. 28.5% of all students enrolled in Algebra I during the 2016-17 school year failed the course. The failure rate declined to 18.9% in 2017-18 school year. The SBAC scores have maintained for the overall student population. There continues to be an achievement gap for our African American, Latino, EL and Students with Disabilities.</p>	<p>How will the school evaluate the progress of this goal? The Logan Instructional Leadership team and School Site Council will regularly evaluate enrollment, student grades, SBAC results. The math department will review the departmental data for growth. Members of the English Language Development team as well as Special Education departments will also review data for sub group data. As benchmarks and common assessments are implemented, teachers will use student data to gauge readiness of 9th – 11th grade students for SBAC, as well as proficiency on course growth targets for all students.</p>
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STRATEGY: During the 2018-19 school year, JLHS teachers will continue to implement Math professional development and coaching through the Mathematic Studio Program. Logan will also continue the implementation of California Common Core Standards (CCCS).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Provide Math Coaches (0.6 FTE) in 2018-19.	Math Administrator, District Office Personnel	Coach will work with the Math department and with the teachers who have attended the Math Studio Program; will provide ongoing support to Algebra I, Geometry, Algebra II, Pre-Calculus and Calculus teachers. Logan will have a Math coach who specifically works with teachers on best practices in Algebra instruction, and will guide the work of curriculum teams.	District Funded (1001)
Provide CCSS training and implementation during 2018-19 school year.	Math Administrator, Math Department Chair, Math Coach, Math Curriculum Leaders	Realignment of course standards and course descriptions to CCSS to be worked on during monthly department meetings and monthly collaboration.	No Cost
Implement the Algebra I, Geometry, Algebra 2, Pre-Calculus and AP Calculus common units of study and assessments.	Math Administrator, Math Department Chair, Math Coach, Math Curriculum Leaders & Teams	Logan will have five teacher teams in the 2018-19 school year: Algebra 1, Geometry, Algebra II, Pre-Calculus, Trigonometry & Statistics. In lieu of release time, all Math teams have requested paid-time outside of the school day. Implement Algebra I, Geometry, and Algebra II common assessments with review of student achievement data; realign the Pre-Calculus and Trigonometry and Statistics benchmarks/common assessments for full implementation in the 2018-19 school year. Teams will meet once a month during Wednesday collaboration schedule for paid planning time (approx. 3 hours each) to align curriculum to the Common Core Standards, develop and pilot benchmarks and common assessments, and use assessment data to continue building units of study (approx. 400 hours total)	District Funded \$10,000 (1001) Title I \$10,625 (1001)
Increase opportunities for interventions outside of the school day.	Math Administrator, Math Teachers, Math Department Chair, Instructional Coach	Provide tutoring daily outside of school opportunities for students in Math courses by expanding the Math Mentoring program. Algebra 1 and Geometry teachers will schedule office hours before/after school and during lunch that are accessible to all students.	No Cost
Provide instructional support materials for foundational courses	Math Administrator, Math Department Chair	Provide composition notebooks to all students in Algebra 1 and Geometry – align instructional practice using Math Notebooks model.	Title I \$2,500 (2003)

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SECTION 3 – SCHOOL GOAL: English Language Learners (ELL)

California Dashboard – Academic Indicator – ELL: Not Available

What data did you use to form this goal? Due to the transition from CELDT to ELPAC and the revised reclassification criteria, JLHS' SPSA does not include an analysis of any language assessment.	What were the findings from the analysis of this data? Once ELPAC scores are available, the site and School Site Council will review this assessment and adjust goals and any actions as appropriate.	How will the school evaluate the progress of this goal? English Learner academic performance data, Northwest Evaluation Association (NWEA) results, SBAC and English Learner language proficiency data as available.
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STRATEGY: In the 2018-19 school year, JLHS will focus on the implementation of the district-adopted Phase 1 & 2 ELD Common Core Standards and increasing the proficiency of long term EL students with a school-wide focus on academic discourse in the classroom.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide .6 FTE for ELD specialists and program administrator.	ELD Administrator, Program Specialists	Release time for program specialists to work directly with EL students, oversee program, provide professional support, and ensure placement of students	District funded 0.6 FTE (1002)
Provide professional development	ELD Director, ELD Coordinator, ELD Administrator	Provide professional development to two teachers for new instructional programs being implemented in the 2018-19 school year – Read 180 and Imagine Learning.	District Funded (1002)
Provide professional development	ELD Director, ELD Coordinator, ELD Administrator	Provide professional development to all site administrators on ELD standards in integration in all core departments. Provide professional development to teachers on designated and integrated instruction, inclusion of ELD students in grade-level curriculum, and implementation of district ELD plan during monthly departmental meetings.	No Cost
Provide 1.0 FTE counseling services for Puente students.	ELD Administrator, Puente Program Counselor	Extra counseling services for Puente students – bilingual counseling support for first generation families, parent nights and family meetings	District Funded (1002)
Provide supplemental instructional materials for EL teachers	ELD Administrator, Program Specialists	Materials to enable access to grade level content for Science, Social Studies Math, and ELA teachers.	Title I \$4,000 (1002)
Provide targeted PD for ELD teachers to implement ELD speaking and listening standards.	ELD Administrator, ELD Administrator, Program Specialists	Provide release time, conference fees and mileage for teachers to attend professional development around the EL common core standards. Provide Illuminate training for ELD teachers.	District Funded (1002) Title I \$2,000 (1002)
Improve ELPAC performance.	ELD Administrator, Program Specialists	Inform students before the ELPAC on what it is and how to take the test. Host a celebration for students passing the ELPAC.	None
Continue implementation of district-established Phase 1 & 2 of the CCSS ELD standards.	JLHS Admin, ALL Teachers	Provide structured classroom feedback to all teachers through weekly classroom observations on academic discourse and meaningful student interactions, with follow up provided in monthly staff/department meetings.	None

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SECTION 4 – SCHOOL GOAL: School Climate

California Dashboard – Suspension Indicator

In 2018-19, JLHS will improve the suspension indicator “Status” for white students by 2% from 4.7% “Medium” status to 2.7%.

School Student Behavior:

- In 2018-19, JLHS will reduce the number of off-campus suspensions by 31 from 131 incidents of off-campus suspension in 2017-18 to 100 incidents of suspensions or lower.

Site Attendance Goal: In 2018-19, JLHS will increase the overall yearly attendance by 1% from the 95.6% average in 2017-18 school year to 96.5% average or higher.

Chronic Absenteeism / California Dashboard: In 2018-19, JLHS will decrease the percent of chronic absenteeism by 1.0% from 6.7% to 5.7% or lower.

<p>What data did you use to form this goal? California Dashboard Suspension Indicator California Dashboard Chronic Absenteeism Indicator Student discipline data Monthly and annual site attendance reports</p>	<p>What were the findings from the analysis of this data? James Logan High School has seen a significant decline in the number of students being suspended and expelled in the last 5 years. We attribute to the addition of Restorative Justice practices, connecting students with wrap-around and mental health services, and establishing better connections with families.</p>	<p>How will the school evaluate the progress of this goal? California Dashboard Suspension Indicator Student discipline data Monthly and Annual Site Attendance Report</p>
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STRATEGY: In the 2018-19 school year, JLHS will focus on implementation of school-wide Tier 1 intervention services. This will include the implementation of Coordination of Services Team (COST) model, Link Crew freshman transition program, Restorative Justice, and on-going support for all staff in building positive school culture.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Implement Coordination of Services Team (COST) model.	COST Coordinator, School Administrators	A full-time COST Coordinator will facilitate all COST meetings and referrals, as well as provide support to school staff. Utilize the COST model to review student COST referrals and provide wrap-around services for students.	District funded COST Coordinator
Continue implementation of Restorative Justice program.	Restorative Justice Coordinator School Administrators	Continue school-wide implementation of Restorative Justice – opening of school activities to focus on community building, on-going teacher training, mediation / harm-circles and other alternatives to suspension, and development of student leadership.	Title I \$2,000 (3003)
Continue Restorative Justice Teacher Cohort.	Restorative Justice Coordinator, School Administrators	Offer Restorative Justice training to all staff – certificated and classified. Teacher cohort will provide consultation to other staff members on campus on classroom management issues.	Title I \$3,000 (3003)
Increase wrap-around services	Principal, School Administrators, School Social Workers	Increase community partnerships to offer more wrap-around services to students – build partnerships with mental-health service providers, Tiburcio Vasquez Health Center, La Familia, etc. Include community partners in COST process, and increase MediCal eligibility for students.	No Cost
Implement a year-long Link Crew Freshman Transition program.	School Administrators, Link Crew Coordinators	Implement a year-long freshman transition program using the Link Crew model. This includes ongoing professional development for 10 Link Crew coordinators (certificated staff), training 150+ upper classmen to serve as Link Crew Leaders, community building activities throughout the school year, academic check-ins, and summer orientation for all grade 9 students.	Title I \$25,000 (3003)
Offer additional Union City Family Center (UCFC) services and activities at JLHS.	Principal, Family Support Assistants (FSAs)	Establish a Family Center where two full-time Family Services Liaisons (FSAs) do outreach to students with poor attendance, engage parents, and connect with appropriate services. JLHS will contribute a portion of the salary of one FSA.	Title I \$27,287 (3001)
Implement a site level Health & Wellness Team.	School Administrators, School Social Workers, Health Center Family Services Assistants (FSA's)	Establish a site-level Health & Wellness team who will provide oversight of wrap-around services, coordination with Community Based Organizations (CBOs), help increase short-term mental health services and guide the implementation of a school-wide Tier 1 intervention model.	None

Provide supplemental instructional materials	Principal, Ethnic Studies Department Chair	Purchase supplemental text and instructional materials for Ethnic Studies classes to incorporate current socio-political, racial, ethnic, and gender issues in classroom activities.	LCFF \$1,300 (2003)
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SECTION 5 – SCHOOL GOAL: Family Engagement
 In 2018-19, JLHS will increase the percentage of parents participating in the annual parent engagement survey by 5% from 15% in 2017-18 to 20% or more.
 In 2018-19, JLHS will improve the percentage of parents agreeing to the statement, “the school gives me the information I need to support my child’s home learning, by 5%, from 81% in 2017-18 to 86% or more.

California Dashboard Academic Indicator – Family Engagement: Not Applicable

What data did you use to form this goal? District annual parent survey Logan family engagement survey	What were the findings from the analysis of this data? Overall, parents feel supported, welcomed and safe at James Logan based on the district and school parent surveys.	How will the school evaluate the progress of this goal? Attendance at site meetings, and parent workshops Logan Family Engagement Survey District annual parent survey
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STRATEGY: In the 2018-19 school year, JLHS will increase opportunities for parents to engage with school by providing targeted parent workshops/events, improved communication with parents, and greater participation in feedback to school via the annual parent survey.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Provide services to parents and community members through the Family Center.	Principal, Family Support Assistants (FSAs)	Continue to provide resources for the Family Center where two full-time Family Services Liaisons (FSAs) provide outreach to students, engage parents, and connect with appropriate services.	Refer to section 4
Offer Parent Project workshop sessions in English and Spanish.	Principal, School Social Workers Family Support Assistants (FSAs)	Establish two cohorts (English and Spanish) of Parent Project to provide support to parents and families working with strong-willed students – provide training in conflict mediation, setting boundaries, addressing truancy and poor grades.	Title I \$3,000 (3001)
Provide translation services	Principal, School administrators, Translators	Provide Spanish translation at all major school events (parent workshops, evening events, etc.) and all major printed materials.	Title I \$1,200 (3002)
Provide telephone translation/interpretation services	Principal, EL Director	Provide language translation and interpretation services available to all staff when making phone calls home through Certified Languages International (CLI).	District Funded (3002)
Host monthly parent meetings.	Principal, Family Support Assistants (FSAs)	Organize monthly parent meetings and workshops on the following topics: high school success, college entrance requirements, financial aid, stress management, mental health support, accessing student information, filling out Free / Reduced Lunch Program applications, community support groups and service providers, drug use and	Title I \$3,000 (3001, 3002)

		impact on teenage brain, etc.	
Provide counseling interventions.	Site Administrators, Counselors	Provide grade-level fall parent nights and Academic Achievement Nights to increase communication with parents regarding graduation requirements and A-G completion.	None
Host Puente Program parent meetings and college field trips.	Puente Administrator, Puente Counselor	Hold monthly parent meetings to discuss student achievement, readiness for high school graduation and college readiness, plan college visits, and check-ins with families.	Title I \$2,500 (1005)
Host Institute of Community Leaders (ICL) parent meetings and exhibition night.	ICL Administrator, Counselors, ICL Parents	Hold monthly parent meetings to discuss student achievement, readiness for high school graduation and college readiness, plan college visits, and check-ins with families. Plan exhibition night for all Grade 9 and 10 students/families where every ICL student showcases their learning through a year-long growth portfolio project.	LCFF \$2,500 (3002)
Conduct ICL staff meetings	ICL Administrator, ICL Teachers	Provide release time and paid collaboration time for ICL teachers to plan student interventions, ICL assemblies/advisory curriculum, parent meetings, plan and supervise college field-trips, parent engagement activities, student recruitment, data analysis, instructional planning, Facing History and Ourselves teach-ins, etc.	LCFF \$31,400 (1005)
Continue weekly parent communication.	Principal	Communicate electronically with all Logan families on upcoming events and important reminders on a weekly basis.	None

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SECTION 6 – SCHOOL GOAL: Graduation

California Dashboard Academic Indicator – Graduation

- In 2018-19, JLHS will improve the overall graduation rate by 3% from 92.1% to 95.1%.
- In 2018-19, JLHS will improve the graduation rate for Students with Disabilities by 6% from 69% to 75%.
- In 2017-18, JLHS will improve the graduation rate for White students by 8% from 82.1% to 90%.

<p>What data did you use to form this goal? California School Dashboard – Graduation Indicator</p>	<p>What were the findings from the analysis of this data? The graduation rate for all students is high. The graduation rate for African American and Hispanic students is within 4% of the overall graduation rate. The graduation rate for Students with Disabilities is reported at 69.2% on California Dashboard.</p>	<p>How will the school evaluate the progress of this goal? The Logan ILT and School Site Council (SSC) will regularly review student's grades and graduation data. The staff will annually review graduation data at the start of the school year.</p>
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STRATEGY: In 2018-19, JLHS will work towards increasing graduation rates for targeted student populations; engage all staff in evaluating grading assessment policies school-wide and offer increased credit recovery options for students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
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Engage all staff in evaluation of grading and assessment practices.	School Administrators, ILT, Teachers	Engage all faculty in discussion on grading and assessment – a review of teacher grading policies and practices, Board Policy and administrative regulations, and plan implementation of long-term grading policy changes at JLHS.	No Cost (included in monthly staff meetings)
Offer Math & Science Mentoring.	Principal, Mentoring Lead Teacher	Provide 1-on-1 tutoring to students in Math & Science courses. Lead teacher will be provided with one period of release time to plan, supervise and evaluate the mentor pairings, and quality of services provided.	Site FTE Allocation 0.20 FTE (2003)
Increase credit recovery options.	Site Administrators	Offer online credit recovery options to grade 11 and 12 students during both semesters – classes offered outside of the school day with flexibility for students to work from home.	Title I \$5,000 (2003)
Offer tutoring support for Special-Education students	Sp-Ed Administrator	Offer after-school tutoring support for special-education students, one hour after-school twice a week.	LCFF \$4,445 (1006)
Offer additional credit recovery options for Special-Education students	Sp-Ed Administrator	Offer after-school online credit recovery program for special-education students, one hour after-school twice a week.	LCFF \$4,445 (1006)
Provide planning time for after-school interventions.	Site Administrators	Provide additional after-school planning time for teacher teams to organize and implement student supports and interventions for test-retakes and tutoring.	Title I \$4,000 (1005)
Provide counseling interventions.	Site Administrators, Counselors	Hold group conferences for students who are not achieving or are at risk for not graduating. Hold on-site meetings with CCHS staff to intervene with students who may need to transfer in order to get a diploma.	None
Provide Practice SAT (PSAT)	Site administrators, Counselors	Offer PSAT to all Grade 10 students with follow-up workshops on score interpretation and goal setting.	District Funded Approx. \$14,000 (1005)
Support college field-trips	Principal, Site Administrators, Counselors	Support transportation cost for college field-trips.	Title I \$5,000 (1005)
Support Physical Education curriculum alignment.	Principal, PE Administrator, PE Department Chair	Provide release time for PE teachers to build units of study aligned with Rigorous Curriculum Development units of study design.	District Funded (1001) Title I \$2,000 (1001)
Provide release time for Special-Education teachers.	Principal, Sp-Ed Administrator, Sp-Ed Department Chair	Provide release time for Special-Education teachers to align and modify curriculum for Special Day Class students, develop units of studies aligned with core departments.	LCFF \$6,800 (1006)
Provide additional counseling supports	Principal, UC Berkeley EAOP Program	Renew contract with UC Berkeley's Early Academic Outreach Program to provide one full-time Destination College Advising Fellow counselor. Supports provided include parent workshops, student academic check-ins, and college readiness (FAFSA, college applications, personal statements, etc.).	Title I \$22,500 (1005)

Additional Statements:

1. Schoolwide staff is responsible for implementing the SPSA to help exit program improvement with technical support provided by ESC staff based in part on guidance from California State Department of Education.
2. Mentoring of teachers is provided through our coaching practices, and also (new teachers) through the district's Induction Program (BTSA).
3. The district-wide Migrant Education Program (MEP) contacts qualified migrant families at the start of every year and teachers receive and complete needs assessments for every migrant student. Based on this information along with test scores and the consideration of "Priority for Service", the MEP identifies and targets migrant students for supplemental services such as homework tutoring, vision & dental screening, and direct academic intervention with highly qualified teachers.

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1-6

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Services to homeless children.</p> <p>Staffing to oversee and support programs:</p> <ul style="list-style-type: none"> • Program administration and oversight • Curriculum and instructional activities • Professional development activities • Assessment and evaluation activities • Budget development • Materials acquisition • Support of district assessment implementation • Assistance to families and support services <p>New Hire Professional Development</p> <p>Grading and Assessment Task Force and Data Days</p> <p>Rigorous Curriculum Design Teacher Teams</p>	<p>July 2018- June 2019</p>	Transportation	\$65,000	Title I
		Administrative staff at Educational Services Center, Assessment Team, Paraprofessionals	\$295,000	Title I
		Substitute Teachers and hourly	\$29,750	Title I
		Substitute teachers to release teachers for data analysis and planning, as well as determine guidelines and policies for grading and assessment practices	\$80,000	Title I
		Substitute teachers to release teachers for writing curriculum units aligned to the CCSS.	\$40,000	Title I

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$307,669	<input type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$93,500	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$	<input type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English Learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>

<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$128,224	<input checked="" type="checkbox"/>
	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$3,843	<input checked="" type="checkbox"/>
	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds – Title I Part A Carryover	\$0	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: 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.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Abhi Brar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Rodriguez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yvonne Hull	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ron Polk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Che	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carla Colburn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erin Dal Porto	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Guastavino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angela Higgerson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Micheal Powe	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daisy Serrano	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Gonzales	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stacie Calimlim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Denise Gammal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lydia Idem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Deborah Murayama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lisa Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dilip Sharma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Raghu Viswanathan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amrita Kaur Gill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jessica Jean Mallari Velasco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gianna Cecil Medina Frick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Darian Anthony Yau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jocelyn Crystal Romero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	4	7	1	7	5

⁴ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures 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)**:
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee *Juliana E...* Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education 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 October 18, 2018.

Attested:

Abhi Brar
Typed name of School Principal

Abhi Brar
Signature of School Principal

October 18, 2018
Date

RAGHU VISWANATHAN
Typed name of SSC Chairperson

R. Viswanathan
Signature of SSC Chairperson

October 18, 2018
Date