The Single Plan for Student Achievement
2017-18

School:	Arthur A. Benjamin Health Professions High School
CDS Code:	34-67439-0108951
District:	Sacramento City Unified School District
Principal:	Marla Clayton Johnson
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:

Contact Person:	Marla Clayton Johnson
Position:	Principal
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The District Governing Board approved this revision of the SPSA on August 3, 2017.

School Description and Mission Statement (most recent year)

Arthur A. Benjamin Health Professions High School is a NAF Certified and Linked Learning Certified small innovative high school in the Sacramento City Unified School District. The school opened in 2005 with support from the Bill and Melinda Gates Foundations, the Carnegie Foundation, the James Irvine Foundation and the California Endowment. The school moved into a new 17 million dollar facility in 2006. The school is centered around the implementation of a national health sciences curriculum across all of the core and elective classes in the school. Teachers are not only experts in their content area but they receive specialized training to teach using project-based units that integrate healthcare topics with Common Core State Standards. Students at Health Professions access an education that sets the bar high for coursework and goes beyond the content areas to bring in real life learning connected to their classroom. This integrated curriculum combines academics and the health sciences helping to engage students by demonstrating real life applications through the use of healthcare issues, practices and processes. In addition to learning about the importance of high academic and behavioral achievement, students also have numerous opportunities to work side by side healthcare professionals and visit healthcare settings through career explorations, internships, and job-site tours. These experiences provide insight into available careers, work expectations and educational requirements. In order to achieve these goals the school partners with regional health care providers and post-secondary partners like UC Davis Medical Center, Kaiser Permanente and Sacramento City College Allied Health Department, just to name a few. Students interact with professionals active in health care fields to understand professional expectations and gain experience in the field. The school has a strong Dual Enrollment partnership with Los Rios Community College District to engage students in completing college courses before they graduate from high school.

Students who graduate from Health Professions do so with a plan for life after high school and experiences that will prepare them for the demands of college and the working world. Our mission is: To provide students with an outstanding education, rich with relevant academic, application and leadership experiences - using healthcare as a theme.

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**	55	43	55	42	55	42	100.0	97.7
All Grades	55	43	55	42	55	42	100.0	97.7

* 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**	2568.6	2572.3	13	12	31	38	31	29	25	21
All Grades	N/A	N/A	13	12	31	38	31	29	25	21

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**	20	17	53	62	27	21
All Grades	20	17	53	62	27	21

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**	27	12	36	62	36	26
All Grades	27	12	36	62	36	26

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**	13	19	71	60	16	21
All Grades	13	19	71	60	16	21

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**	33	31	47	48	20	21
All Grades	33	31	47	48	20	21

Conclusions based on this data:

1. Our focus will be on literacy across the content areas - especially writing.
2. Baseline data used to measure growth in the coming years.
3. HPHS improved "Standards Met" significantly in every area besides Listening and decreased the % of below standard.

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**	55	43	55	42	54	42	100.0	97.7
All Grades	55	43	55	42	54	42	100.0	97.7

* 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**	2498.3	2520.8	2	0	9	10	22	31	65	60
All Grades	N/A	N/A	2	0	9	10	22	31	65	60

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	2	28	33	69	64
All Grades	4	2	28	33	69	64

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade **11**	2	0	48	52	50	48
All Grades	2	0	48	52	50	48

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**	4	2	50	60	46	38
All Grades	4	2	50	60	46	38

Conclusions based on this data:

1. Students improved significantly in % at or near standard and decreased the % of below standards in every category!
2. Baseline data used to measure growth in the coming years.
3. HPHS will focus on Concepts and Procedures for math in 2017-2018.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	10	13		50	38		30	38		10	13				
10		17		43			43	83					14		
11		25		83	50		17							25	
12	50	***		33	***		17								
Total	14	19		52	33		28	38		3	5		3	5	

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

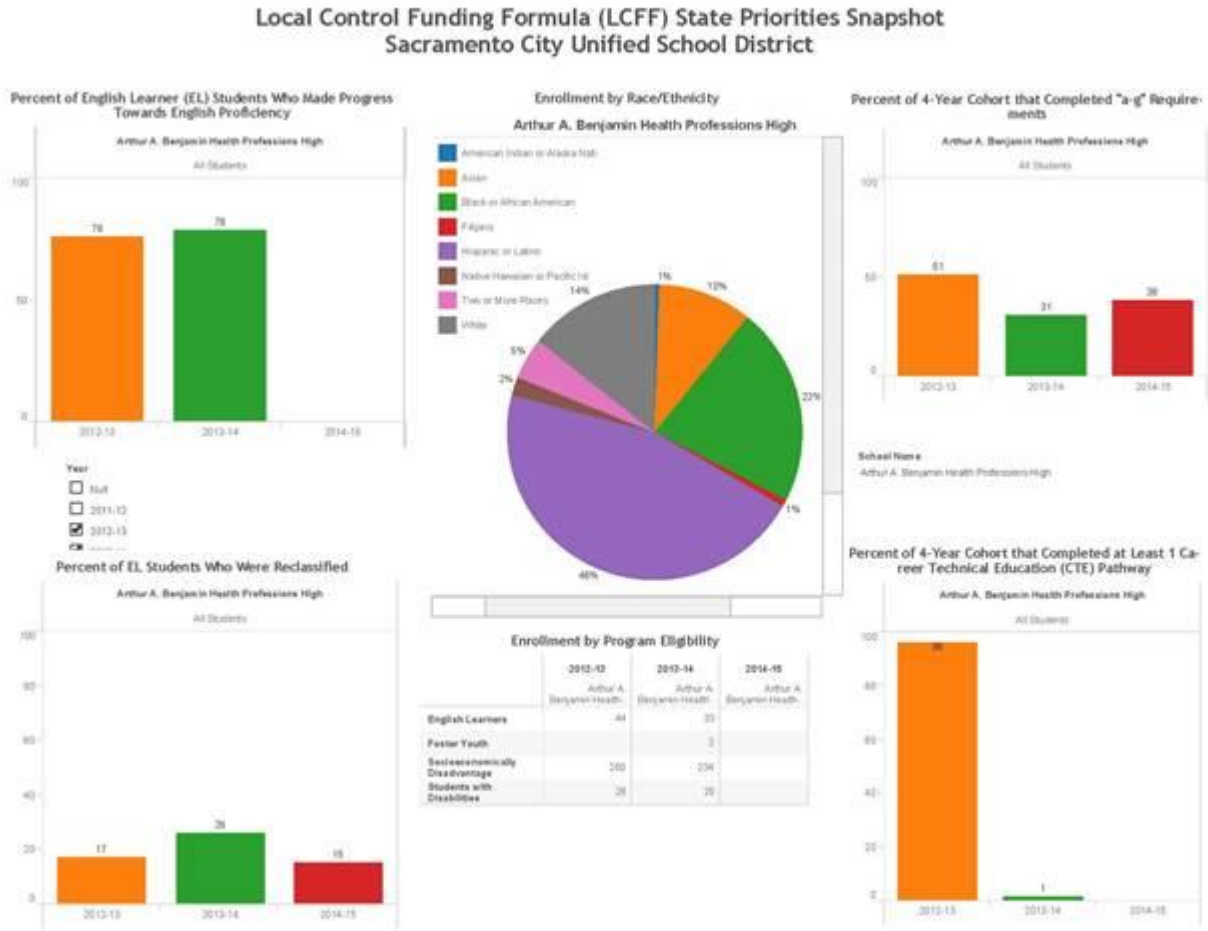
AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	23	29	21
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	23	29	21
Number Met	--	18	15
Percent Met	--	62.1%	71.4%
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	Yes

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	1	23	1	28	0	21
Number Met	--	--	--	17	--	11
Percent Met	--	--	--	60.7%	--	52.4%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	Yes	--	No

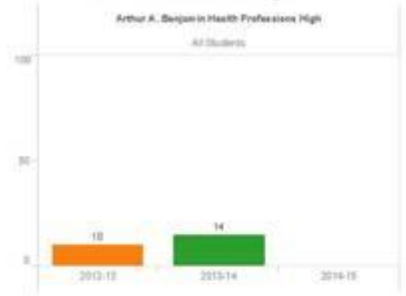
AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

School and Student Performance Data

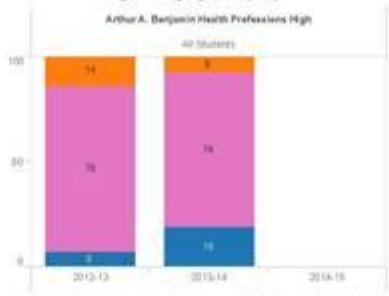
LCFF State Priorities Snapshot



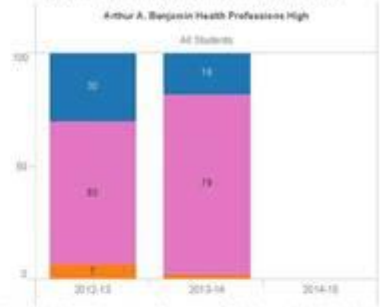
Percent of Students Who Passed an Advanced Placement (AP) Exam with a Score of 3 or Higher



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



EAP College Readiness Results for Mathematics



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

Name	2012-13	2013-14	2014-15
Arthur A. Benjamin Health Professions High	13	13	

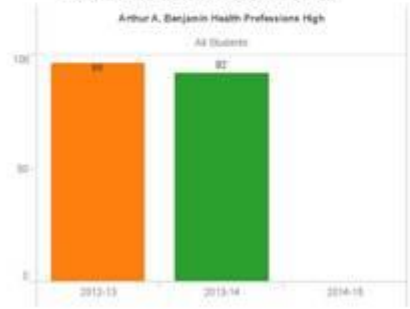
Grade 11 Enrollment and Percent of Students Who Took the EAP ELA

	All Students		
Name	2012-13	2013-14	2014-15
Arthur A. Benjamin Health Professions High	84	80	

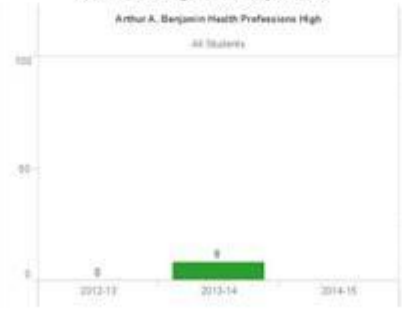
Grade 11 Enrollment and Percent of Students Who Took the EAP Math

	All Students		
	2012-13	2013-14	2014-15
Arthur A. Benjamin Health Professions High	72	79	

4-Year Cohort High School Graduation Rate



4-Year Cohort High School Dropout Rate

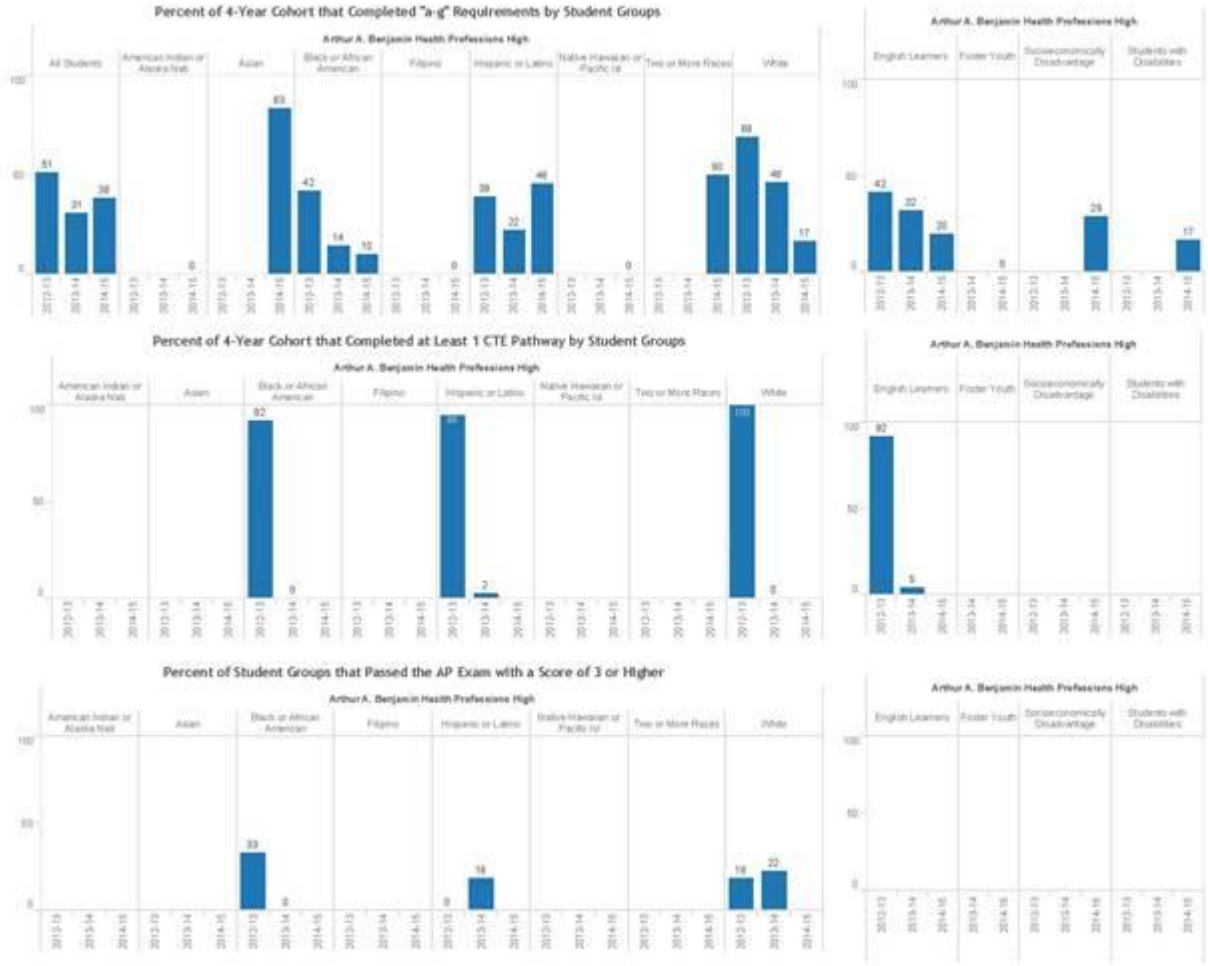


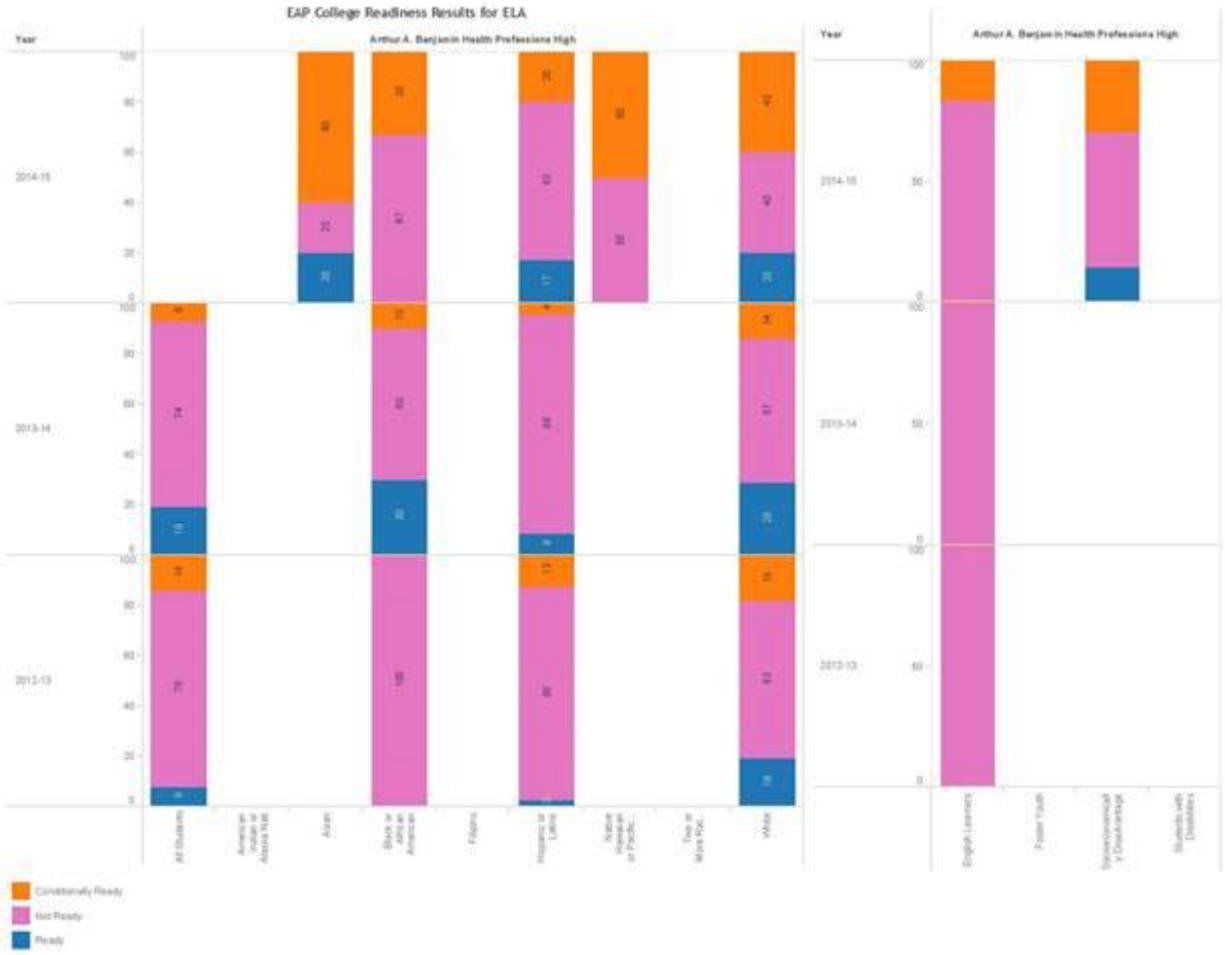
Number and Percent of Students Expelled

	All Students		
	2012-13	2013-14	2014-15
Arthur A. Benjamin Health Professions High	1 20.0%	0 0.0%	0 0.0%

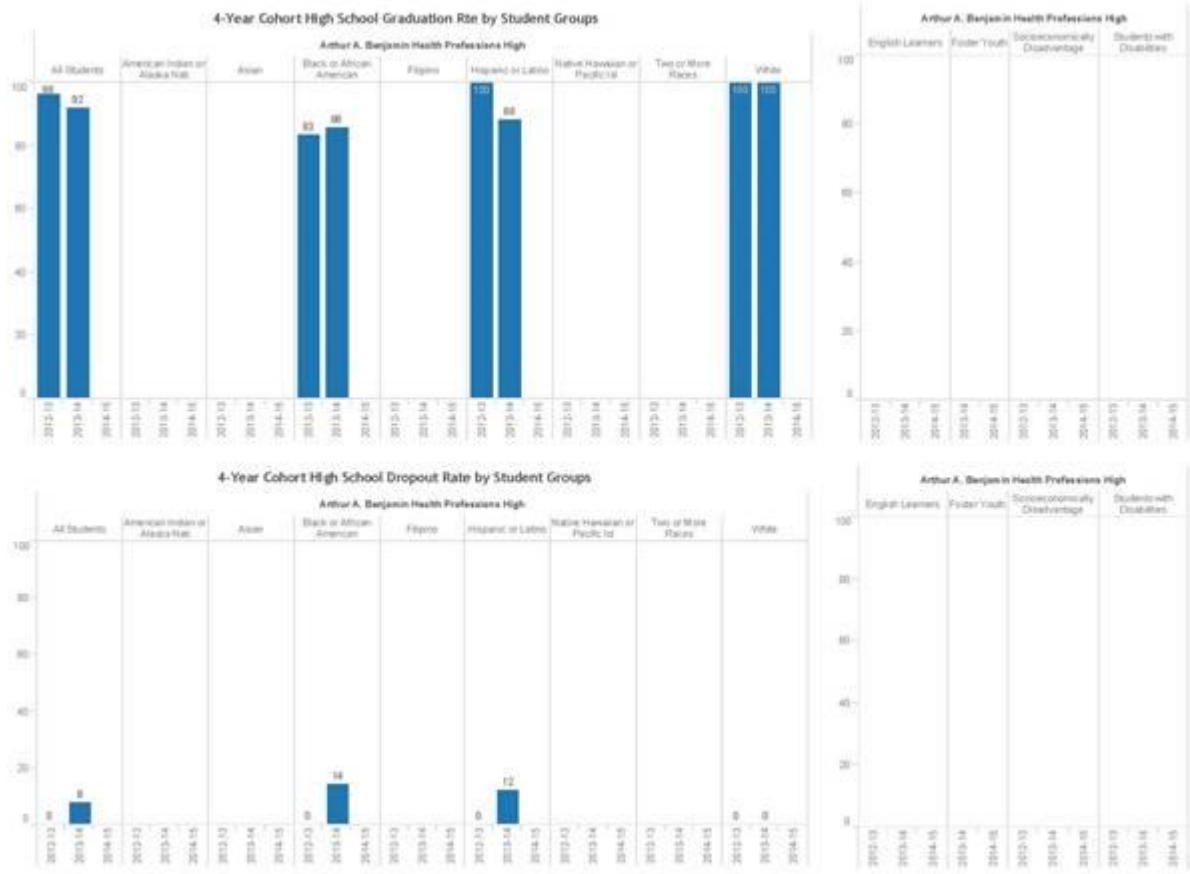
Number and Percent of Students Suspended

	All Students		
	2012-13	2013-14	2014-15
Arthur A. Benjamin Health Professions High	44 13.8	43 13.8	21 8.1


Percent of 4-Year Cohort that Completed "a-g" Requirements by Student Groups
Arthur A. Benjamin Health Professions High
All Students
American Indian or Alaska Nat.
Asian
Black or African American
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Isl.
Two or More Races
White
51
21
38
0
83
42
14
10
0
39
22
46
0
90
98
49
17
Arthur A. Benjamin Health Professions High
English Learners
Foster Youth
Socioeconomically Disadvantage
Students with Disabilities
43
32
26
0
29
17
Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway by Student Groups
Arthur A. Benjamin Health Professions High
American Indian or Alaska Nat.
Asian
Black or African American
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Isl.
Two or More Races
White
92
0
100
2
100
0
Arthur A. Benjamin Health Professions High
English Learners
Foster Youth
Socioeconomically Disadvantage
Students with Disabilities
80
5
Percent of Student Groups that Passed the AP Exam with a Score of 3 or Higher
Arthur A. Benjamin Health Professions High
American Indian or Alaska Nat.
Asian
Black or African American
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Isl.
Two or More Races
White
33
0
18
0
18
22
Arthur A. Benjamin Health Professions High
English Learners
Foster Youth
Socioeconomically Disadvantage
Students with Disabilities


EAP College Readiness Results for ELA
Year
Arthur A. Benjamin Health Professions High
2014-15
2013-14
2012-13
Conditionally Ready
Not Ready
Ready
Year
Arthur A. Benjamin Health Professions High
2014-15
2013-14
2012-13
English Learners
Foster Youth
Students with Disabilities

EAP College Readiness Results for Mathematics
Year
Arthur A. Benjamin Health Professions High
2014-15
2013-14
2012-13
All Students
American Indian or Alaska Nat.
Asian
Black or African American
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Isl.
Two or More Races
White
Math Conditionally Ready
Math Not Ready
Math Ready


4-Year Cohort High School Graduation Rte by Student Groups
Arthur A. Benjamin Health Professions High
All Students
American Indian or Alaska Nat
Asian
Black or African American
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Isl
Two or More Races
White
98
92
83
86
100
88
100
100
English Learners
Foster Youth
Socioeconomically Disadvantage
Students with Disabilities
4-Year Cohort High School Dropout Rate by Student Groups
Arthur A. Benjamin Health Professions High
0
8
0
14
0
12
0
0

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready. Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed. Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time. Action 1.4: Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English learners make expected progress in attaining English and in academic achievement.
Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.
Action 2.1: Students will be provided cleaner, better maintained learning environments. Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning. Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular, and expanded learning program involvement, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.)
Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

LEA Plan Performance Goals

1. **All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.**

2. **All limited-English –proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading /language arts and mathematics.**

3. **All students will be taught by highly qualified teachers.**

4. **All students will be educated in learning environments that are safe, drug free, and conducive to learning.**

5. **All students will graduate from high school.**

2017-2018 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I Part A	$35262	0.00
LCFF S/C	$59,624	0.00

Planned Improvements in Student Performance

School Goal #1

SCHOOL GOAL #1:
HPHS will focus on improving student achievement and student engagement in core subject areas through the use of integrated instruction and Common Core Standards. Students will graduate on time ready for college and career.
District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready. Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed. 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
5. All students will graduate from high school.
Data Used to Form this Goal:
Course passage rates IUP attendance rates Number of release days utilized Dual Enrollment course enrollment Post-secondary enrollment rates Intervention meeting logs in Infinite Campus including SST's and Counselor meetings 9 UCCI Courses 1 HASPI Course 1 Articulated Course 2 Dual Enrollment courses on campus Review of student transcripts to determine credit deficiency
Findings from the Analysis of this Data:
Release time for teachers was paramount in developing engaging common-core aligned health care themed lesson plans and curriculum maps. Implementing the UCCI integrated courses increased student engagement and improved passage rates in those classes. Dual Enrollment/Articulated courses on campus gives students easier access to college courses One on one intervention meetings were critical when they were started early in the year at the first sign of progress reports. Intervention was early and ongoing. AVENTA Credit Recovery Program on site for students to recover credits and graduate on time. SAT Prep course needed for 11 and 12

How the School will Evaluate the Progress of this Goal:
We will continue to look at passage rates and engagement as evidenced by lower referral and suspension rates. We will also continue to release teachers to collaborate and design meaningful and engaging lessons for all students. And we will continue to increase the amount of academic and behavioral interventions provided through PBIS and an intervention advisor.
Parent Engagement Activities Related to this Goal:
Parents receive invitations to attend curriculum meetings and advisory board and site council meetings in which their input is used in making program decisions. They also receive a weekly email detailing when those meetings are and what is being addressed/discussed/decided. Parent workshops may also be scheduled around helping their student at home. Parents participate in Dual Enrollment Night, Summer Bridge Orientation and schoolwide celebrations like Black History Month and Multicultural Night along with IUP Presentation Nights and Senior Project defense panels.
For Schools in Program Improvement, please indicate year 1 2 3 4 5 **For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).**
We are not in Program Improvement.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Improve core subject achievement through: • Tutoring and mentoring for students. • Release time for teachers to attend relevant PD and collaborate. • Providing opportunities for community partners to be included class and curriculum development. • Providing additional support to subgroups including Hispanic/ Latino, Socioeconomically disadvantaged students. • Providing supplemental instructional materials for core subject classes needed to improve achievement such as technology and curriculum • SAT Prep course through after school program	Community Advisory Board Faculty After School Program	Supplemental Instructional Materials such as technology and curriculum. Curriculum may include college and career and/or intervention curriculum.	Title I Part A	29184	X All X Low Income X English Learner X Students with Disabilities X Other: SDC Program	Attendance records from ASP CAB roster and meeting minutes Release time deliverables
		Community Advisory Board meetings - materials for distribution and recruitment	Title I Part A	250		
		Release time for teachers to collaborate around interventions for students	Title I Part A	1250		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)					Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group		
		After School Program Tutoring and additional supports (paid through ASSETS grant)	N/A				
Improve academic literacy across the curriculum and support writing skills for students, using the CCSS literacy standards as a framework. • Implement interventions to support English Learners and other subgroups. • Provide parent trainings around curriculum and how to support their child in literacy improvement • Improve communication home regarding student progress in home languages. • Relevant professional development for teachers at their request through outside agencies (Area 3 Writing Project, SCOE, etc.)	CELDT Coordinator Office and Administration Faculty/intervention Teachers After School Program	CELDT Coordinator Stipend (mentioned in goal #3) Communication Costs Parent training workshops Reading Intervention and Academic Behavioral Intervention Teachers Professional Development for teachers Family Literacy from ASSETS Grant	N/A Title I Part A Title I Part A N/A Title I Part A N/A	 578 500 1750 	X All X Low Income X English Learner X Students with Disabilities X Other: SDC Program		EL students successfully supported based on CELDT data Sign in sheets from Parent Workshops Sign in sheets from teacher professional development
Integrate medical themes across the curriculum. • Support collaboration between teachers with release time and professional development • Trainings and conferences for teacher professional development around CTE and Integrated Courses	All faculty Medical Science Department	Professional Development for teachers UCCI Conferences paid for by Linked Learning and NAF (not HPHS)	Title I Part A N/A	1750 	X All X Low Income X English Learner X Students with Disabilities X Other: SDC Program		Sign in sheets from teacher professional development Curriculum maps including integration

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
• Relevant professional development for teachers at their request through outside agencies (Area 3 Writing Project, SCOE, etc.)						
Graduate 100% of HPHS seniors and create a special event for their ceremony.	All staff	Purchase any graduation supplies and materials including but not limited to tote bags, rentals, medals, diploma covers, and sashes.	LCFF S/C	2500	X All X Low Income X English Learner X Students with Disabilities X Other: SDC Program	Increased graduation rate

Planned Improvements in Student Performance

School Goal #2

SCHOOL GOAL #2:
HPHS will be a culturally competent environment that is clean and safe to support post secondary preparation of all sub groups at the school using social emotional learning and technology based activities that expand the learning program.
District/LCAP GOAL:
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.
LEA Plan Goal Alignment
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
Data Used to Form this Goal:
Staff, student and parent surveys (CHKS and survey monkey). Suspension rates, referral rates and passage rates from our Freshman Seminar class. Inventory of technology on campus. Staffing allocations for custodial support.
Findings from the Analysis of this Data:
Implemented an articulated Foundations for Success course for 9th grade students to teach SEL skills, life skills, and workplace skills. Developed a Small School Sports League to foster school pride and enrichment after school. Continued with our HOSA and MESA academic competition clubs.
How the School will Evaluate the Progress of this Goal:
Continue analyzing survey responses as well as informal conversations with staff and families. Continue to look at school safety data in terms of suspensions and referrals. Ongoing inventory of technology on campus as well as thorough and continuous safety and cleanliness inspections. Evaluate the effectiveness of the Foundations course through passage rates. Monitor the Small School Sports League and participation rates.
Parent Engagement Activities Related to this Goal:
Parents receive invitations to attend site council meetings in which their input is used in making program decisions. They also receive a weekly email detailing when those meetings are and what is being addressed/discussed/decided. Surveys also go out to parents about the culture of the school and how to improve it.
For Schools in Program Improvement, please indicate year 1 2 3 4 5 **For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).**
We are not in Program Improvement.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)					Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group		
Hire support staff to support all students to achieve at high levels academically and personally. Specifically: • Support EL students and families in accessing college and career. • Support Special Education/ 504 students in accessing curriculum that is rigorous and preparing them for college and career. • Ensure SED students reach academic goals of college and career readiness through targeted interventions and supports. • Behavior and Academic Assistant Program (BAAP) implemented with fidelity to increase academic and behavioral success. • Before/After School ASSETS grant including academic hour and enrichment programs • Continue SEL curriculum in our Freshman Seminar course • Full time counselor • Schoolwide PBIS Program including Check in Check out mentor program • Create Parent Action Team to support high levels of academic and behavioral expectations	Office staff Custodial Staff Faculty In-House/BAAP Coordinator After School Program CELDT Coordinator Intervention Teacher/PBIS Advisor Counselor Parent Action Team (PAT)	.25 Clerk for office 1.0 FTE additional custodian (paid for out of general funds) 9th Grade Foundations for Success Teacher (paid out of general funds) Campus security in-house suspension coordinator Supplemental Instructional Materials such as digital library, technology and curriculum along with additional security cameras and PBIS materials Food for parent workshops CELDT Coordinator (mentioned in goal #3) After School Program - safe place for students to be before and after school (ASSETS Grant	LCFF S/C LCFF S/C N/A LCFF S/C LCFF S/C LCFF S/C N/A N/A	7338 14000 27801 485	X All X Low Income X English Learner X Students with Disabilities X Other: SDC Program		Reduced suspension and referral rates due to increased wrap around services for students and their safety. Improved school culture due to PBIS implementation and support.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
		Academic and Behavioral Intervention Advisor (stipend from general funds)	N/A			
		1.0 FTE Counselor (general funds)	N/A			

Planned Improvements in Student Performance

School Goal #3

SCHOOL GOAL #3:
HPHS will focus on developing effective recruitment strategies to increase diverse enrollment and deepen existing partnerships for students education.
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. Action 3.2: Stakeholders will receive improved district and site communications including translation/interpretation services.
LEA Plan Goal Alignment
3. All students will be taught by highly qualified teachers.
Data Used to Form this Goal:
Percentage of diverse students enrolled. Technology inventory.
Findings from the Analysis of this Data:
42% Hispanic, 27% African American enrolled. More females than males by 3 to 1. EL students need access to online resources and curriculum.
How the School will Evaluate the Progress of this Goal:
Continue to monitor the enrollment and make sure materials are being sent home in different languages. Recruit highly engaging instructors for classroom leadership.
Parent Engagement Activities Related to this Goal:
Newsletters and recruiting materials sent in home languages to increase communication between home and school. Online resources accessed by EL students through technology.
For Schools in Program Improvement, please indicate year 1 2 3 4 5 **For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).**
We are not in Program Improvement.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Recruiting diverse students from middle school science classes Update recruiting literature in home languages Provide instructional materials in home languages Updated website and social media sites	Recruiting Coordinator (stipend from general funds) Faculty	Website/Social Media Advisor (stipend out of general funds) Translation services Junior Jag Days for middle school outreach Recruiting materials including but not limited to flashdrives and day planner agendas.	N/A LCFF S/C LCFF S/C LCFF S/C	 500 1000 1000	X All X Low Income X English Learner X Students with Disabilities X Other: SDC Program	Increased enrollment at HPHS through middle school outreach activities Sign in sheets from recruitment events

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF S/C	59,624.00
Title I Part A	35,262.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,762.00
Goal 2	54,624.00
Goal 3	2,500.00

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
Marla Clayton Johnson - ELAC	X				
Scott Bruggeman		X			
Robert Miller - Secretary		X			
Jennifer Clemens		X			
Debbie Konvalin		X			
Alicia Washington - DAC and Chair			X		
Jazell Mata				X	
Dennis Baylis				X	
Laura Niznik Williams				X	
Alejandra Sandoval					X
Paulina Castro					X
Samia Rasberry					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

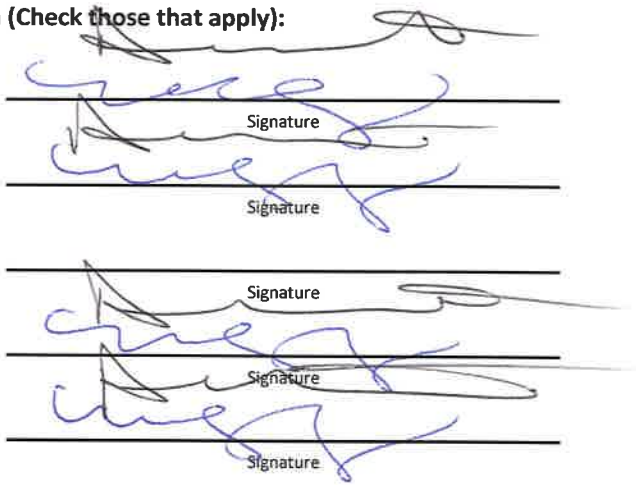
The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

X 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

X 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

X 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

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



X 4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.

X 5. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the Local Educational Agency Plan.

X 6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

X 7. This SPSA was adopted by the SSC at a public meeting on March 13, 2017.

Attested:

Marla Clayton Johnson Typed Name of School Principal	Signature of School Principal	3/13/17 Date
Alicia Washington Typed Name of SSC Chairperson	Signature of SSC Chairperson	3/13/17 Date

Annual Evaluation – REQUIRED Spring 2018

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

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
Implementing integrated UCCI courses which improved student engagement as witnessed by lower referral and suspension rates out of class. This in turn resulted in students IN class and completing their coursework which translated to higher passage rates. One on one counseling and intervention teacher meetings proved beneficial in catching failing students sooner. Adding a credit recovery program (not just one section) through AVENTA increased the completion of recovered credits so students could graduate on time. Implementing the Sac City College articulated 9th grade Foundations for Success course is increasing the passage rates for ALL freshman classes!

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
AP English 11 and AP English 12 were not offered this year.

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

- [ ] Lack of timely implementation
- [ ] Limited or ineffective professional development to support implementation
- [ ] Lack of effective follow-up or coaching to support implementation
- [X] Not implemented with fidelity
- [X] Not appropriately matched to student needs/student population
- [X] Other: We have a very strong dual enrollment program (college courses) that students are choosing to take instead of AP

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

- [X] Eliminating it from next year's plan
- [ ] Continuing it with the following modifications: