



Single Plan for Student Achievement 2016-2017 to 2019-20

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|------------------------|--------------------------------|
| School: | Sacramento Charter High School |
| District: | St. HOPE Public Schools |
| CDS Code: | 34-67439-0102038 |
| Principal: | Dr. Michelle Seijas |
| Date of this revision: | May 2016 |

The District Governing Board approved this revision of the SPSA on May 10, 2016.

Table of Contents

| | Page |
|---|------|
| I. School Profile | 3 |
| St. HOPE Public Schools | 3 |
| School Community | 4 |
| II. Needs Assessment | 5 |
| Enrollment | 5 |
| Student Outcomes (Student Achievement) | 6 |
| Staffing | 12 |
| School Climate | 13 |
| Student Engagement | 13 |
| III. The Plan: Goals and Strategies | 15 |
| Form A/B: Planned Improvements in Student Performance | 17 |
| IV. Additional Forms | |
| Form C: Programs Include in This Plan | 26 |
| Form D: School Site Council Membership | 29 |
| Form E: Recommendations and Assurances | 30 |
| V. Form F: Sacramento Charter High School Amendment to the Single Plan | 31 |

School Profile

St. HOPE Public Schools

St. HOPE began as an afterschool program (named St. HOPE Academy) in a portable classroom at Sacramento High School in 1989. In 2003, St. HOPE Academy expanded its educational focus and impact, opening St. HOPE Public Schools. St. HOPE Public Schools (SHPS) is a college preparatory, pre-K-12 independent charter school system that provides high-quality education to approximately 1,800 students. SHPS schools include Triumph Center for Early Childhood Education, Public School 7 - PS7 (K-8 elementary), Oak Park Prep Academy (7 – 8 middle school) and Sacramento Charter High School (9-12 grade).

Since opening, SHPS schools have significantly raised student achievement and college going-rates. PS7 is recognized as one of the top performing elementary – middle schools in the state, having eliminated the achievement gap (63% of students are at or above grade level in English language arts and 72% in math). PS7 was named charter school of the year in 2012 by the CA Charter Schools Association, was a National Blue Ribbon School nominee in 2011 and recognized by the CA Department of Education as a Distinguished School in 2010. Sac High has also shown significant gains, most notably with 95% of graduates meeting “A-G” university entrance requirements and 92% being accepted to a four-year college in 2014.

Focused on empowering students to obtain a four-year college degree and serve as leaders in their communities, SHPS students have longer school days, face demanding academic standards, begin exploring post-secondary options as early as kindergarten and perform 40 hours of community service yearly when they reach high school.

Vision. To create one of the finest urban Pre-K through 12 public school systems in America.

Mission. To graduate self-motivated, industrious, critically thinking leaders who are committed to serving others, passionate about life-long learning and prepared to earn a degree from a four-year college.

Five Pillars. Underlying the vision and mission are the principles guiding the day-to-day instruction at Sac High, referred to as the 5 Pillars:

1. High Expectations

St. HOPE Public Schools has high expectations for academic achievement and conduct that are clearly defined, measurable, and make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

2. Choice and Commitment

Students, their parents, and the staff of St. HOPE Public Schools choose to participate in the program. No one is assigned or forced to attend. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

3. More Time

St. HOPE Public Schools knows that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that prepare them for competitive colleges, as well as more opportunities to engage in diverse extracurricular experiences.

4. Focus on Results

St. HOPE Public Schools focuses relentlessly on high student performance through standardized tests and other objective measures. Just as there are no shortcuts, there are not exceptions. Students are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.

5. Power to Lead

St. HOPE Public Schools and Sac High train all students to become leaders and model leadership qualities through all staff members. Principals are given independent control of staffing and budget decisions. In addition to Principals, staff members who demonstrate necessary leadership potential are given responsibility extending beyond a single classroom. Most importantly, students are given leadership development training and opportunities to practice leadership skills inside and outside of the classroom.

A Board of Directors provides oversight to the schools. The system is led by a CEO and a home office team that provides centralized support to the schools including financial services and budget, human resources, data and evaluation and fundraising.

School Community

Sacramento Charter High School (SCHS/Sac High) is a college-prep independent charter school serving approximately 1,000 students in grades 9-12. The Sacramento City Unified School District (SCUSD) approved the school's charter in 2003 and has awarded Sac High two five-year renewals, the last in 2012. Sac High earned WASC accreditation during the first year of operations and has maintained accreditation since.

The Sac High campus is located in the Oak Park neighborhood of Sacramento. An inner-city, urban area, Oak Park is characterized by its high poverty levels and racial/ethnic minority families. The school is centrally located in Sacramento, easily accessible by major freeways, and within 5 miles of downtown Sacramento and the state capital. In addition to being within 10 miles of California State University, Sacramento, Sac High is close to a variety of community colleges and trade schools. The 6th-8th graders from PS7 are located on the Sac High campus, as are the 7th and 8th graders from Oak Park Prep.

Approximately 74% of Sac High students are eligible for free or reduced-price meals as a part of the National School Lunch Program. The Sac High student population is inclusive of students with a wide range of talents and abilities. Sac High also provides Special Education services, and offers an English Language Development Program to students whose native language is one other than English. The chart below provides a snapshot of the student population demographics for the last six years.

| Demographics | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|-----------------------|---------|---------|---------|---------|---------|---------|
| African American | 55.8% | 52.7% | 55.0% | 57.8% | 58.6% | 62.1% |
| Am Indian Alaska Nat | 1.3% | 0.6% | 0.4% | 0.5% | 0.5% | 0.4% |
| Asian | 5.7% | 6.6% | 4.2% | 3.2% | 3.3% | 1.6% |
| Filipino | 0.3% | 0.2% | 0.2% | 0.0% | 0.0% | 0.0% |
| Hispanic/Latino | 24.1% | 28.2% | 28.6% | 27.0% | 27.9% | 25.3% |
| Pacific Islander | 0.8% | 1.1% | 1.2% | 0.8% | 0.2% | 0.3% |
| White | 4.9% | 3.8% | 2.6% | 2.7% | 2.2% | 2.2% |
| Multiple/No Response | 7.0% | 6.8% | 7.7% | 8.1% | 7.5% | 8.1% |
| Special Education | 6% | 9% | 8% | 8.5% | 8.8% | 10.9% |
| English Learners (EL) | 8.9% | 11.0% | 10.4% | 8.5% | 6.7% | 6.4% |
| SES Disadvantaged | NA | NA | 71.4% | 74.2% | 74.5% | 73.8% |

Sac High's college-going culture is designed to give all students the opportunity to be accepted to, attend and ultimately graduate from college. Under this model, Sac High offers seven themed pathways, each adhering to the same college-focused principles. The elective pathways afford students the opportunity to pursue individual career interests through specialized internships and classes. The pathways are: Law & Public Service, Engineering, Health Sciences, Art, Photography, Visual Communications and Business. The school has partnerships with local entities such as UC Davis Medical Center and McGeorge Law School (University of the Pacific) to offer our students programs and courses such as future faces of family medicine, street law and mock trial.

Sac High has high expectations for academic achievement and conduct that are clearly defined, measurable, and make no excuses based on the background of students. The school is guided by the following Student Goals – Expected Schoolwide Learning Results (ESLRs):

1. Students will be industrious, critical thinkers demonstrated by their academic success in all content areas.
2. Students will be lifelong learners who are prepared to attend and be successful at a 4 year college.
3. Students will be knowledgeable and effective citizens who demonstrate leadership and interpersonal skills in diverse settings and are committed to serving others.

Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior. Sac High focuses relentlessly on high student performance through standardized tests and other objective measures. Sac High also strongly believes the measure of a person's success is in what he or she gives to others. Through a community service requirement (40 hours per year all four years), students develop a strong sense of civic responsibility and establish the foundation for a lifetime of meaningful community involvement. Students also deepen and demonstrate their learning, are empowered to become leaders, and benefit the community in which they live.

Needs Assessment

In the spring of 2014, St. HOPE Public Schools conducted a system-wide needs assessment that included a comprehensive data review by school site. State and local data was collected and analyzed for each of the eight priority areas identified by the state of California, with an emphasis on academic achievement measures. A variety of data sources were accessed including: AYP, API and CELDT reports and staff, faculty, student and parent surveys. The information was reviewed by each of the school's School Site Councils, administrative and staff teams and student focus groups. Four themes emerged as areas for improvement: (1) college readiness; (2) student engagement; (3) school safety, facilities and culture; and (4) parent engagement. These themes led to the system-wide goals highlighted in the next section.

A summary of the needs assessment results for Sac High is provided below.

Enrollment

Sac High's enrollment decreased from 2003-04 (first year as charter school) through 2011-12; however, enrollment is expected to continue to increase through 2014-15.

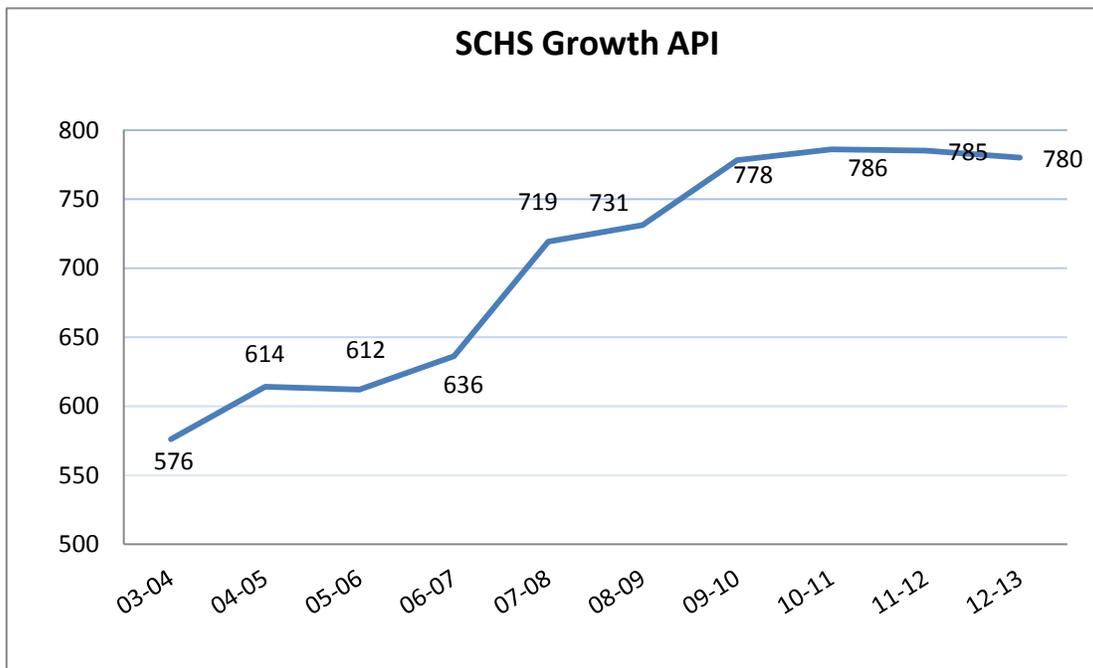
| CBEDs Enrollment | 2010-11 | 2011-12 | 2012-13 | 2013-14 | EOY 2014-15 |
|------------------|---------|---------|---------|---------|-------------|
| 9 | 201 | 206 | 249 | 298 | 288 |
| 10 | 291 | 211 | 228 | 250 | 295 |
| 11 | 215 | 242 | 191 | 211 | 238 |
| 12 | 194 | 178 | 203 | 167 | 181 |
| Total Enrollment | 901 | 837 | 871 | 926 | 1,002 |

Over the last three years, the retention rate (percentage of students from census day of the previous year to day one of the following year) was 76% in 2012-13 and 82% in 2013-14. The school seeks to continue to improve retention until it reaches at least 90% annually.

Student Outcomes (Student Achievement)

There have been a variety of changes in the state and federal accountability systems. Though many of the assessments we have grown accustomed to over the last few years have changed, Sac High still considers a variety of measures when assessing student achievement. We do not currently have multiyear reports for the new California Assessment of Student Performance and Progress (CAASPP) or established API and AYP ratings to report. The below graphs are still being left here for review of our previous progress until new reports are available to share.

Academic Performance Index (API). With the understanding that it is difficult to compare API across years because of yearly adjustments to the calculation (i.e., factor weights), the graph below shows that Sac High’s API has increased overall since 2003-04. The school had the largest increase in its history from 2006-07 to 2007-08 (83 points) and this increase was the largest in the state of California that year (for schools with >300 students). Sac High’s API has decreased slightly the past two years.



The table below shows the school's API scores for significant subgroups (subgroups that have remained significant for the past 3 years).

| API | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|----------------------|---------|---------|---------|---------|---------|
| API | 731 | 778 | 786 | 785 | 780 |
| Growth | 12 | 47 | 8 | -1 | -5 |
| State Rank | 6 | 6 | 7 | 7 | 7 |
| Similar Schools Rank | 10 | 10 | 10 | 10 | 10 |
| African American | 723 | 765 | 779 | 782 | 769 |
| Hispanic/Latino | 719 | 783 | 797 | 783 | 798 |
| SES Disadvantaged | 723 | 773 | 780 | 780 | 772 |

* Non-significant subgroups (last three years): Pacific Islander, White, Filipino, Asian, American Indian/Alaska Native, Disabilities, English Language Learners

The chart also illustrates that Sac High has maintained a state rank of 7 and a similar schools rank of 10 (out of 10) for the last three years.

Adequate Yearly Progress (AYP). Initially, Sac High did not meet AYP for two consecutive years in 2004-05 and 2005-06. While Sac High has met AYP in some years since 2005-06, schools must make AYP for two consecutive years to be removed from PI. Although 2014 data is not yet available, the 2014 AYP target was 100% of students scoring proficient or advanced on CAHSEE, making it difficult for even high performing schools to meet the target. The chart below shows Sac High's AYP history.

| AYP | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | |
|---------|---------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Overall | Made AYP | N | N | N | Y | N | N | N | Y | N | N |
| | # of Criteria | 14 of 26 | 18 of 22 | 21 of 22 | 17 of 17 | 17 of 18 | 17 of 18 | 17 of 18 | 18 of 18 | 16 of 18 | 12 of 18 |
| | PI Status | Not In | Not In | Year 1 | Y1 cont. | Y1 cont. | Y2 | Y3 | Y4 | Y5 | Y5 |
| | API | 576 | 614 | 612 | 636 | 636 | 719 | 778 | 786 | 785 | 780 |
| | Grad Rate* | 86.6 | 96.3 | 89.7 | 84.5 | 84.9 | 83.9 | 87.3 | 85.78 | 92.27 | 92.13 |
| ELA | Part. Rate | 88% | 96% | 99% | 99% | 100% | 98% | 97% | 99% | 96% | 96% |
| | Target | - | 22.3% | 22.3% | 22.3% | 33.4% | 44.5% | 55.60% | 66.7% | 77.8% | 88.9% |
| | Prof. Rate | 32.9% | 34% | 36.5% | 37.5% | 35.4% | 44.4%~ | 47.4%~ | 55.2%~ | 56.3% | 56.0% |
| | Af Amer | 31.8% | 34.2% | 38.7% | 38.6% | 36.6% | 43.9%~ | 47.6%~ | 55.6%~ | 60.2%~ | 50.4% |
| | His/Latino | 25.2% | 26.6% | 28.3% | 26.5% | 31.3% | 33.3%~ | 45.2%~ | 54.2%~ | 45.1% | 66.0% |
| | SES Dis | 22.5% | 21.4% | 35.4% | 35.6% | 31.3^ | 41.4~ | 45.7%~ | 53.5%~ | 55.6%~ | 51.3% |
| Math | Part. Rate | 88% | 96% | 99% | 99% | 100% | 98% | 100 | 100 | 97 | 100% |
| | Target | - | 20.9% | 20.9% | 20.9% | 32.3% | 43.5% | 54.80% | 66.10% | 77.40% | 88.7% |
| | Prof. Rate | 30.8% | 34.4% | 27.1% | 36.6% | 42.6% | 46.0% | 49.3%~ | 57.7%~ | 68.0%~ | 59.9% |
| | Af Amer | 35% | 30.5% | 29% | 31.5% | 38.2% | 44.2% | 48.1%~ | 55.9%~ | 69.4%~ | 55.9% |
| | His/Latino | 25.6% | 24.5% | 18.5% | 32% | 45.3% | 39.3% | 44.4% | 56.3%~ | 65.4% | 68.6% |
| | SES Dis | 23.6% | 26.8% | 27.1% | 35.9% | 39.8% | 48.1% | 46.9% | 52.9%~ | 66.7%~ | 58.3% |

Non-significant subgroups (last 3 years): Pacific Islander, White, Filipino, Asian, Amer. Indian/Alaska Native, Disabilities, English Lang. Learners

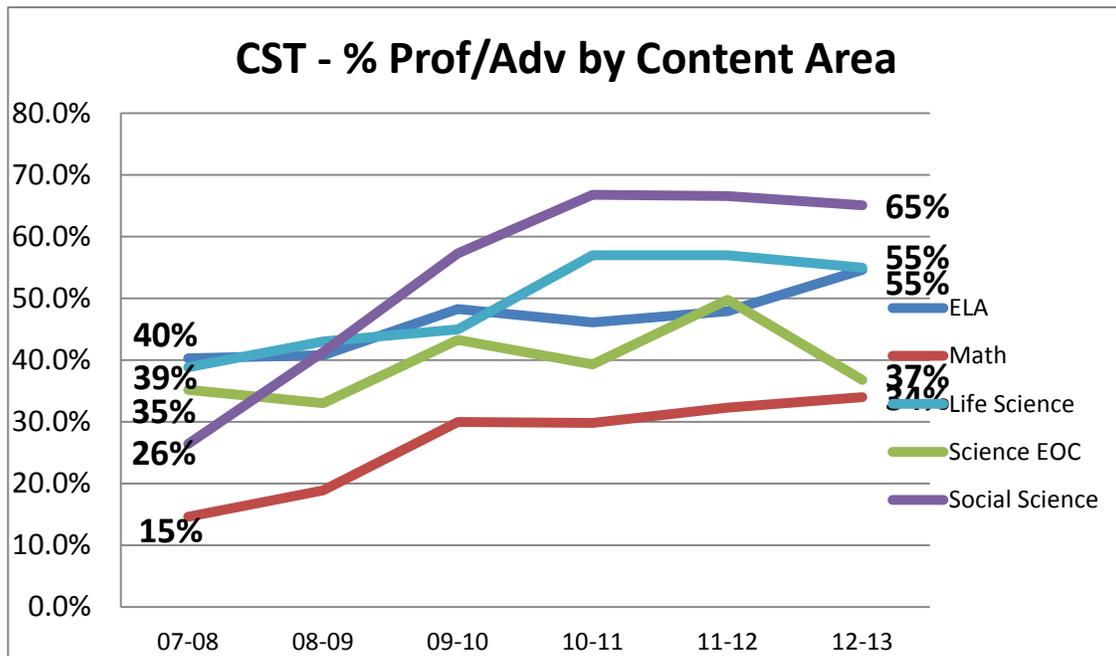
~ met through safe harbor

^met through alternate method

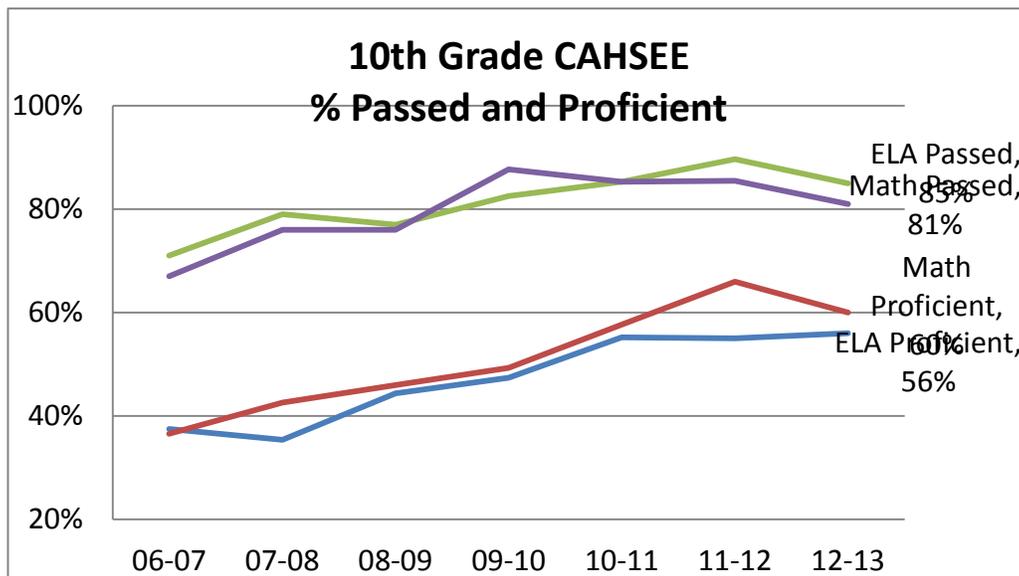
*The graduation rate calculation changed in 2011-12

Notes: Significant subgroups have at least 50 valid scores; Areas in green did not meet target/Annual Measurable Objective (AMO)

California Standards Test (CSTs). Overall, CST scores have increased in all content areas over the past six years. Over the past three years, ELA and math scores have increased, whereas social science and science have decreased slightly.



California High School Exit Exam (CAHSEE) – 10th grade. The pass rates and proficiency rates for both ELA and Math dipped slightly from 2011-12 to 2012-13 with the exception of ELA proficiency which rose 1%.



CELDT. On average, 6-10% of Sac High students are English Language Learners. The chart below shows CELDT results for the last three years. The data shows an increase in the percentage of students earning redesignation as Fluent English Proficient.

| CELDT | 2010-11 | 2011-12 | 2012-13 |
|----------------------------|-----------------|------------------|------------------|
| Advanced | 37% (42) | NA | 52% (44) |
| Early Advanced | 43% (49) | NA | 31% (26) |
| Intermediate | 14% (16) | NA | 14% (12) |
| Early Intermediate | 4% (5) | NA | 1% (1) |
| Beginning | 2% (2) | NA | 1% (1) |
| <i>Fluent English Prof</i> | <i>6% (54)</i> | <i>6.9% (58)</i> | <i>8.3% (72)</i> |
| <i>Redesignated FEP</i> | <i>2.8% (3)</i> | <i>3.2% (3)</i> | <i>3% (2)</i> |

Grade Point Average. The first chart below shows the average GPA schoolwide for the last four years. The second chart shows the percentage of students who have at least one no credit.

| | 2010 | T2 11-12 | T2 12-13 | T2 13-14 |
|----------|-------------|-----------------|-----------------|-----------------|
| Grade 9 | 2.04 | 2.48 | 2.53 | 2.39 |
| Grade 10 | 2.29 | 2.34 | 2.57 | 2.35 |
| Grade 11 | 2.47 | 2.21 | 2.41 | 2.44 |
| Grade 12 | 2.43 | 2.69 | 2.62 | 2.85 |

| | T2 08-09 | T2 09-10 | T2 10-11 | T2 11-12 | T2 12-13 | T2 13-14 |
|------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Students with at least 1 NCR | 42% | 46% | na | 44% | 38% | 29% |

College Readiness

Sac High expects all students to graduate accepted to and prepared for success in college. As such, the school has put in place a number of structure to assist in the process, including aligning graduation requirements with the University of California/California State University “A-G” college entrance requirements, incorporating an extensive college exploration and application support curriculum into advisory class and providing a dedicated college counselor. As a result, Sac High’s college acceptance rates have steadily increased since opening, *with 92% of the class of 2014 being accepted to a four-year college.* The school is now looking at methods to track and strengthen college completion.

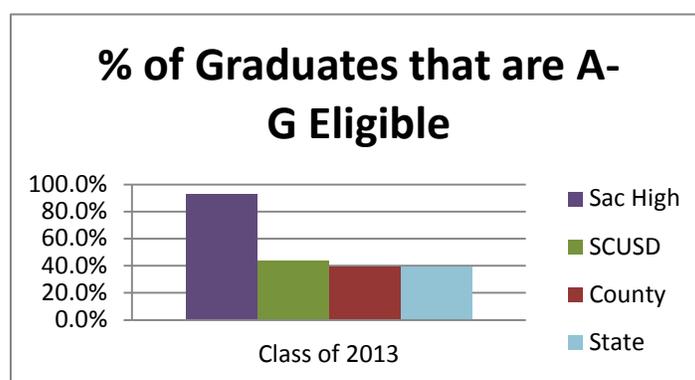
Graduation Rate. In 2011, the calculation for graduation rate was changed to the 4-year Cohort Graduation Rate. Because of this, historical data is not provided below. The current Sac High graduation rate is above SCUSD, county and state rates.

| Cohort Grad Rate | 2010-11 | 2011-12 | 2012-13 |
|-------------------------|----------------|----------------|----------------|
| SCHS | 92.3 | 92.1 | 90.1 |
| SCUSD | 73.8 | 79.8 | 85.4 |
| County | 72.1 | 76.7 | 79.4 |
| State | 76.3 | 78.5 | 80.2 |

A-G Requirements. The percent of students who are A-G eligible (students who have completed the coursework required to make them eligible for admittance to the UC and CSU

systems) has more than doubled at Sac High since 2003. In 2008-09, the A-G requirements became the school's graduation requirements. Since then, only students who are in special education or are foster youth are not required to meet the A-G requirements to graduate. Because of this, Sac High students graduate A-G eligible at significantly higher rates than SCUSD, Sacramento county, and the state.

| UC/CSU A-G Requirements | | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
|-------------------------|---------------------------|--------|--------|--------|--------|--------|--------|
| SCHS Total Grads | Total Grads | 193 | 153 | 181 | 166 | 177 | 186 |
| | # of Grads UC/CSU courses | 124 | 135 | 164 | 155 | 164 | 173 |
| | % of Grads UC/CSU courses | 64.2% | 88.2% | 90.6% | 93.4% | 92.7% | 93.0% |
| State Total Grads | Total Grads | 376393 | 383631 | 405087 | 418491 | 408861 | 422177 |
| | # of Grads UC/CSU course | 127594 | 135379 | 147071 | 160131 | 164598 | 166521 |
| | % of Grads UC/CSU courses | 33.9% | 35.3% | 36.3% | 38.3% | 40.3% | 39.4% |



SAT/ACT. The number of students taking the SAT and ACT has increased every year. Beginning in 2007-08, *all* juniors and seniors were encouraged to take the ACT exam, whereas in the past, typically only seniors did. The school currently assists students in obtaining waivers for both tests when applicable and provides financial support to students as needed to cover the cost of exams. Both SAT and ACT mean scores increased until 2013. The school implemented specific ACT prep programs through advisory as well as integrated into regular classroom curriculum to try to help students succeed on these exams.

| Mean ACT/SAT | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2012 | Class of 2013 |
|------------------------|---------------|---------------|---------------|---------------|---------------|
| ACT | 16.8 | 16.5 | 16.9 | 17.5 | 17.3 |
| SAT - Critical Reading | 404 | 410 | 409 | 418 | 407 |
| SAT - Math | 403 | 410 | 404 | 421 | 402 |
| SAT - Writing | 407 | 412 | 408 | 416 | 401 |

Early Assessment Program (EAP). Sac High students have not had success with the EAP, although in 2012-13 the percent of students who scored conditional or exempt on the math EAP increased and was relatively steady in 2013-14. Historically, the vast majority of 11th graders participate in the English EAP (five year range: 93-97%), and most students take at least one math section.

| EAP | | 2010-11 | | 2011-12 | | 2012-13 | 2013-14 |
|------------|---------------------------------------|---------|--------|---------|--------|---------|---------|
| | | SCHS | State | SCHS | State | SCHS | SCHS |
| English | # taking exam | 201 | 383060 | 200 | 383562 | NA* | 194 |
| | total 11th graders | 202 | 473091 | 212 | 470349 | | 211 |
| | % of total 11th graders taking exam | 100% | 81% | 94% | 82% | | 92% |
| | # eligible for test (CST eligible) | 201 | 446860 | 200 | 440116 | | |
| | participation (of eligible) | 100% | 86% | 100% | 87% | | #DIV/0! |
| | total exempt | 23 | 85732 | 22 | 86939 | | 38 |
| | % exempt of participating | 11.4% | 22.4% | 11.0% | 22.7% | | 19.6% |
| | % exempt of total 11th graders | 11.4% | 18.1% | 10.4% | 18.5% | | 18.0% |
| | conditional exempt | | | 36 | 58468 | | 33 |
| | % conditional exempt of participating | | | 18.0% | 15.2% | | 17.0% |
| | % cond exempt of total 11th graders | | | 17.0% | 12.4% | | 15.6% |
| Total Math | # taking exam | 132 | 190946 | 136 | 203906 | 82 | 129 |
| | total 11th graders | 202 | 473091 | 212 | 470349 | 178 | 211 |
| | % of total 11th graders taking exam | 65% | 40% | 64% | 43% | 46% | 61% |
| | # eligible for test (CST eligible) | 138 | 239950 | 139 | 246277 | 122 | |
| | participation (of eligible) | 96% | 80% | 98% | 83% | 67% | #DIV/0! |
| | total exempt | 14 | 29526 | 18 | 30426 | 9 | 6 |
| | % exempt of participating | 10.6% | 15.5% | 13.2% | 14.9% | 11.0% | 4.7% |
| | % exempt of total 11th graders | 6.9% | 6.2% | 8.5% | 6.5% | 5.1% | 2.8% |
| | conditional exempt | 54 | 81856 | 63 | 92831 | 52 | 52 |
| | % conditional exempt of participating | 40.9% | 42.9% | 46.3% | 45.5% | 63.4% | 40.3% |
| | % cond exempt of total 11th graders | 26.7% | 17.3% | 29.7% | 19.7% | 29.2% | 24.6% |

* SCHS students did not participate in the ELA EAP in 2012-13.

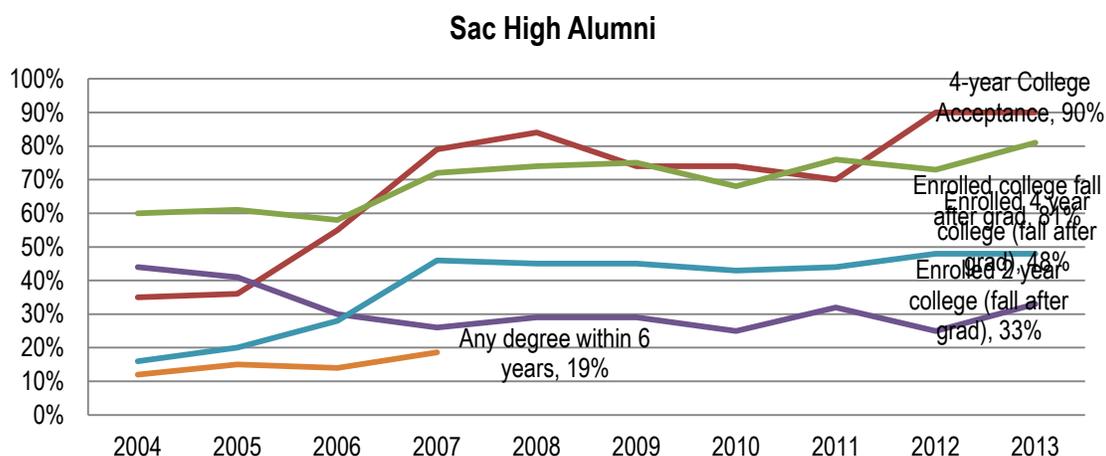
Advanced Placement (AP). 14% of the class of 2013 passed at least one AP exam (in 10th, 11th, and/or 12th grade; passed = scored 3+ on exam). Several AP teachers attended special training over the 2012 summer to help identify areas to strengthen in the AP program at Sac High; despite this, the percent of students who pass the AP exams has declined since 2010-11.

| AP Pass Rate | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|----------------------|---------|---------|---------|---------|
| Biology | 56% | 0% | na | 40% |
| Calculus AB | 0% | 3% | 7% | 0% |
| Comp. Studio Art | na | 100% | na | 100% |
| Eng. 11 (Language) | 25% | 15% | 16% | na |
| Eng. 12 (Lit & Comp) | 5% | 31% | 11% | 16% |
| Government | 16% | 10% | 17% | 35% |
| Spanish | 57% | na | na | na |
| U.S. History | 65% | 30% | 33% | 50% |
| World History | 46% | 45% | 15% | 26% |
| Total | 35% | 23% | 17% | 33% |

na - Not all AP courses are offered each year

Post Sacramento Charter High School. Sac High's class of 2013 had the highest 4-year college acceptance rate (90%) as well as the highest percent of students who enrolled at a two- or four-year college the fall after graduation (81%) in the school's history. The chart below shows how college acceptances have continued to rise since 2004 (4-year College Acceptance). In 2011-12, Sac High contracted with the National Student Clearinghouse to track

actual college enrollment and completion (rather than use self-reported data). Actual college enrollment has increased over the years, dipped slightly for the class of 2012, and was the highest in school history for the class of 2013.



Staffing

In 2015 – 2016, the Sac High team included three administrators, 53 teachers and 16 additional staff members all focused on student success. Teachers are central to ensuring a high quality instructional program and student success. The chart below summarizes teacher credentialing and high quality status as defined by No Child Left Behind (NCLB).

| Teachers | 2011-12 | 2012-13 | 2013-14 |
|-----------------|----------------|----------------|----------------|
| Credentialed | - | 98%(53/54) | 88%(54/50/57) |
| NCLB HQ | - | 91%(49/54) | 96%(55/57) |
| NCLB Compliant | 98%(45/46) | 87%(47/54) | 95%(54/57) |

In 2012-13, Sac High partnered with Teach for America and has hired over 13 Teach for America teachers in the three years of the partnership. Teach for America is a nationally recognized program focused on closing the achievement gap through recruiting top college graduates to teach in low-income schools. The number of teachers who have graduated from highly selective colleges as well as teachers who are aligned to Sac High’s mission and vision has increased through this partnership.

Professional Development. Sac High believes in growing its teachers and providing them with the necessary support to be successful in the classroom. To achieve this, Research and Development during the first 5 years was held every other week on Wednesdays from 8:00-9:30 AM. During this time staff would come together briefly to get pertinent schoolwide information and then break out into various content areas to work together on curriculum planning.

In 2008-2009, Sac High implemented a Research and Development Day every Wednesday and students were released from school early to allow for these sessions. This has continued through the current school year and all teachers are expected to participate in these weekly professional development (PD) sessions. Topics include: instructional strategies, content specific topics (i.e. Common Core State Standards), test preparation (i.e., CAASPP), and school culture.

In addition to schoolwide PD, core subject areas share common prep periods to allow for further discussion of curriculum, content and instructional strategies. Content leads head discussions and develop specific areas to address in weekly meetings. Content areas are also granted time to explore these areas in out of district trainings or extended meeting times; the school provides substitute teachers for teams to step out of the classroom and become students themselves.

Content leads and administrators also provide formal and informal classroom observations as part of professional development. A rubric has been created to assess classroom objectives, but observations also allow for individualized feedback for teacher development.

Finally, teachers begin the school year by attending a one (or two for new teachers) week-long PD program on campus.

School Climate

School culture and facilities have a direct impact on student outcomes. To assess school climate, Sac High reviewed a number of indicators including discipline and survey results related to safety and cleanliness.

Suspension and Expulsion Rates.

The number of suspensions varies widely from year to year. Suspensions due to disruption/defiance account for the majority of the total suspensions each year. During the 2015 – 2016 school year there was a 55% drop from 2014 – 2015 in suspensions related to fighting and a drop in suspensions overall. There was an increase in expulsions this school year. Most of these expulsions came from pending behavior concerns from previous school years that came to a head this year and stipulated expulsions that students violated, which resulted in expulsions this school year. In the 2016 – 2017 school year there will be an increased focus on restorative practices to reduce overall suspensions and increase student connection and buy in to the school community.

| Discipline | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|-------------------|----------------|----------------|----------------|----------------|----------------|------------------|
| Suspensions | 343 | 259 | 159 | 316 | tbd | 266 (as of 5/22) |
| Suspension Rate | 38.1% | 16% | 15.3% | 34% | tbd | 28% |
| Expulsions | 0 | 0 | 1 | 2 | 1 | 7 |
| Expulsion Rate | 0% | 0% | <0.0% | <0.0% | <0.0% | <0.0% |

Student Engagement

Sac High considered many factors when assessing student engagement levels, with attendance and student retention being two key data points.

Attendance. Sac High’s mobility rate (the percent of students continuously enrolled from census date to STAR testing) has increased from its first year (see table below, *Attendance Rates*). Average daily attendance has also increased since 2003-2004 and has been above the school’s Big Goal of 95% attendance for four years. The truancy rate for Sac High has fluctuated across the last 5 years. Truancy is defined as “any pupil subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse three full days or tardy or absent more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant” (CDE).

| Attendance Rates | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-------------------------|----------------|----------------|----------------|----------------|----------------|
|-------------------------|----------------|----------------|----------------|----------------|----------------|

| | | | | | |
|-------------------------|-------|-------|-------|-------|-------|
| Mobility/Transient Rate | 96.0% | 94.0% | 99.0% | 91% | 98% |
| ADA | 93.1% | 94.6% | 95.5% | 95.1% | 95.9% |
| Truancy Rate | 60.6% | 66.3% | 24.5% | 35% | 28% |

Retention. As highlighted under enrollment, over the last two years, the retention rate (percentage of students from census day of the previous year to day one of the following year) at Sac High was 77% in 2012-13 and 80% in 2013-14. The school seeks to continue to improve retention until it reaches at least 90% annually. Sac High also reviewed the percentage of students who transfer out yearly, which decreased from 26% in 2011-12 to 19% in 2012-13.

Growth Areas

Based on the needs assessment and the three-year midterm WASC report, a number of growth areas have been identified. These growth areas informed the updating of school goals and implementation strategies.

Instructional Program & Supports

- Support and intervention need to be more widely employed/offered to help students meet the High Expectations
- Analysis of grading in terms of benchmarks versus coursework. (Is there alignment if a student does not pass benchmarks, but ultimately passes the course?)
- Communication with middle schools and/or access to student data to better assess 9th graders
- Increased use of technology in the classroom
- Although the school consistently utilizes benchmarks schoolwide, benchmark design (timing, cumulative assessment of state standards at a certain point in term regardless of lesson plans) needs review and revision
- Continue to explore support services for students in and out of school hours such as more targeted intervention classes and tutoring. Although the school has done a good job of growing many of the support areas (i.e., counseling), academic supports continue to be a struggle due to lack of resources
- Early identification of students struggling in culture and behavior expectations and other areas in addition to academics
- Additional support for ELLs both in and outside of the classroom

School Climate & Student Engagement

- More tools to create a greater sense of personal responsibility in the classroom
- Increased intervention and support classes to work with students at different levels
- The school could more regularly collect student feedback on some programs
- Involvement of all subgroups in school in a wide variety of areas (governance, planning, support)

Parent and Community Engagement

- The school needs more effective ways to disseminate data to a wide variety of stakeholders, including potential students and funders, and to be able to share best practices tied to data
- Utilize parents and community members directly in the classroom learning process through parents-as-tutors, in-class assistance, and teaching parents how to help their students study/complete homework
- Increased outreach to parents and students regarding available services

Post Sac High

- Alumni tracking to evaluate efficacy of program in preparing students for college and/or career

The Plan: Goals & Strategies

As a result of the comprehensive needs assessment conducted in the spring of 2014, St. HOPE Public Schools identified four system-wide goals.

Goal 1

Ensure all students graduate prepared to attend and succeed at a four-year college/university

Goal 2

Ensure all students are educated in learning environments that are clean, healthy and safe

Goal 3

Empower parents and family to become more actively engaged in supporting their children's education

Goal 4

Build a high performing organization that is financially sustainable and recognized as a leader in public education locally and statewide

Based on these goals, each of the sites identified school goals and metrics. The sites then mapped out the key strategies and actions that needed to be implemented in order to attain the desired outcomes. These goals along with the related strategies, actions and expenditures (school-specific and centralized) are summarized in Form A/B, which follows.

Planned Improvements in Student Performance

In 2010, as part of the WASC accreditation process, the school 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 adopted the following school goals and related actions to raise the academic performance of students. These goals were re-visited and re-affirmed in spring 2014 as part of the WASC three-year report.

Goal #1: Create systems to track and report college preparedness and college success through appropriate indicators to affect school programs and student outcomes.

Goal #2: The school will identify and implement system-wide study skills in order for students to demonstrate independent learning in high school and college.

Goal #3: All students will improve content standards mastery as measured by improved scale scores on all core content CSTs. Far Below and Below Basic Students will improve by at least 15% annually and all other students will improve by at least 10% annually.

Goal #4: All students will have an educational plan (ed plan) in which students, teachers and parents target academic growth indicators as well as learning processes.

Goal #5: Evaluate current school discipline procedures and policies for potential revision.

Goal #6: Examine and revise (as necessary) the schoolwide technology plan to specifically include strategies for improving instruction and learning to better prepare students for college and the technology they will be exposed to in their higher education learning experiences.

In addition, as the school anticipates continuing in PI Year 5 in 2015-16, the school has implemented the Restructuring Plan below to address specific requirements of PI Year 5.

PI Year 5 Restructuring Plan:

1. Notify all parents of PI Year 5 status through multiple means (letter home, internet)
2. Offer Public School Choice to all students
3. Offer Supplemental Education Services (SES)
4. Set aside funds from Title I allocation as designated:
 - 20% for SES (choice is not applicable for independent charter schools)
 - 10% for high quality professional development for all staff (to implement Instructional Coaches for core subject areas)
5. Institute additional programs and services tied directly to student achievement:
 - Continuing 21st Century ASSETS program including afterschool tutoring, homework help (mandatory), and other academic programs
 - Continuing English Language Development class for English Language Learners who need additional support
 - Continuing summer school (extended learning time) program for lowest-achieving students
 - Continuing support classes and tutoring in ELA and math
 - Partner with City Year
 - Partner with College Track
 - Partner with EAOP
 - Continuing EAOP Ujima Academy to support Algebra I and English 9 summer programming for incoming 9th graders

Form A/B: Planned Improvements in Student Performance Including Centralized Services

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 (school-specific and centralized) to raise the academic performance of students not yet meeting state standards.

SYSTEM-WIDE GOAL 1: Ensure all students graduate prepared to attend and succeed at a four-year college/university

SCHOOL GOAL #1: Create systems to track and report college preparedness and college success through appropriate indicators to affect school programs and student outcomes.

| What data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|---|---|---|
| ACT & SAT Scores College Remediation Rate (EAP) AP Passage Rate College Acceptance Rate Alumni College Completion Rates | Sac High students are not performing well on the college-going tests across the board and this was raised as a critical academic need to address as Sac High is a college prep high school; however, these results are just one type of indicator of preparedness for college and eventual college success. There is a need to identify indicators of college success and use them to measure student progress towards college success. | <ul style="list-style-type: none"> Increase ACT composite (seniors) scores by 1 – 3 points Maintain college acceptance rate of 90% or above Increase AP pass rate by 15% |

| Strategies – Actions | Person(s) Responsible | Related School Expenditures | Related Centralized Expenditures | Estimated Cost | Funding Source |
|---|--|---|----------------------------------|----------------|----------------------|
| 1.1 Expand opportunities for students to receive academic support and become more interested in school and learning including targeting services and programs to lowest-performing student groups, enrichment, after school programming and college exploration. | Principal Assistant Principals Counselors Teachers City Year Staff | College Completion Coordinator National Clearinghouse City Year | | 62,000 | Title I General Fund |
| 1.2 Bring College Track to Sac High | Principal College Counselor | N/A | | | |

SYSTEM-WIDE GOAL 1: Ensure all students graduate prepared to attend and succeed at a four-year college/university

SCHOOL GOAL #2: The school will identify and implement system-wide study skills in order for students to demonstrate independent learning in high school and college.

| | | |
|---|--|---|
| <p>What data did you use to form this goal?</p> <p>Average GPA Students receiving NCR (no credit) ACT/SAT Scores High school remediation rates (EAP)</p> | <p>What were the findings from the analysis of this data?</p> <p>The number of NCRs, low average GPAs and benchmark scores, and classwork/homework grades that do not reflect success on standards based benchmarks necessitate examination of study practices. Stronger study skills may address the gap in student academic competency. Also, given the school's focus on college readiness, in addition to college acceptance, we recognize the need to give students the skills necessary to be prepared for the rigor of a 4-year university. This also addresses the critical academic need for student to improve their success on college readiness indicators.</p> | <p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • Decrease NCRs by 10% yearly • Increase average GPA • Increase benchmark scores by 10% in all core content areas |
|---|--|---|

| Strategies - Actions | Person(s) Responsible | Related School Expenditures | Related Centralized Expenditures | Estimated Cost | Funding Source |
|---|---|--------------------------------------|----------------------------------|----------------|-------------------------------------|
| <p>2.1 Implement tools and structures to support study skill development and improvement</p> <ul style="list-style-type: none"> • Institute study skill and character development curriculum in advisory • Continue schoolwide annotation expectation • Continue study hall through ASSETS (Dragon Academy) | <p>Principal Vice Principals Advisory Teachers Teachers Counselors ASSETS Staff</p> | <p>Advisory Materials (PBIS)</p> | | | <p>General Fund ASSET Grant</p> |

SYSTEM-WIDE GOAL 1: Ensure all students graduate prepared to attend and succeed at a four-year college/university

SCHOOL GOAL #3: All students will improve content standards mastery as measured by improved scores on all core content state assessments and site benchmark assessments.

| | | |
|--|---|--|
| <p>What data did you use to form this goal?</p> <p>CST scores (10th grade science) CAASPP (11th grade ELA and Math) CELDT Site Benchmark Assessments</p> | <p>What were the findings from the analysis of this data?</p> <p>The CST results from last year continue to reflect that our students are improving in their mastery of content standards. Our results exceeded those in the SCUSD by 18%. The first year of official CAASPP results were expected to be lower. However, we still exceeded SCUSD by 4% in ELA. We scored lowest in the area of math and did not exceed SCUSD in this area.</p> <p>Providing students with a yardstick for measuring progress towards college success allows teachers to individually tailor instruction, and students to be appropriately scheduled into classes that maximize successful outcomes. We believe that department, content area and student growth targets provide students and staff with tangible measures of improvement that potentially correlate with college ready SAT/ACT scores and college readiness/success. The school has not systematically looked at assessment data in this manner in the past. Although this applies to all students, the school will especially focus on ELL students as they continue to struggle on standardized tests.</p> | <p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • ELA and Math CAASPP scores will reflect an increase in the number of students meeting or exceeding standards by at least 5% • Set school and individual student growth targets • Increase percentage of students, including all subgroups, who demonstrate proficiency on state standards in all subject areas • All students make progress yearly towards proficiency and mastery • All English learners will be redesignated or make significant progress to redesignation by the time they graduate |
|--|---|--|

| Strategies - Actions | Person(s) Responsible | Related School Expenditures | Related Centralized Expenditures | Estimated Cost | Funding Source |
|--|--|---|----------------------------------|-------------------|--|
| <p>3.1 Provide CCSS-aligned curriculum, assessments and high quality instruction.</p> <ul style="list-style-type: none"> • Create or improve CCSS aligned benchmark assessments for all content areas • Assess curriculum, identify gaps & develop/order new curriculum as needed • Assess instructional materials, identify gaps, order new materials as needed • Increase individualized instruction by lowering class size (30 or under) | <p>Principal Assistant Principals Instructional Coaches Teachers Data/Assess Coord Counselors</p> | <p>Instruc Coaches Curriculum Materials City Year Technology Master Schedule</p> | | <p>\$50,000</p> | <p>General Fund Title I</p> |
| <p>3.2 Strengthen infrastructure for ongoing analysis of student performance and progress.</p> <ul style="list-style-type: none"> • Create or improve CCSS aligned benchmark assessments for all content areas • Track and reflect on student achievement data at least quarterly using a variety of measures (e.g. benchmark assessments, CELDT, CAASPP, CST, SRI, SMI) to | <p>Principal Assistant Principals Instructional Coaches Teachers Data/Assess Coord</p> | <p>Teacher Professional Development</p> | | <p>\$3,873.00</p> | <p>Title II</p> |

| determine areas of growth and establish concrete next steps around those focus areas | | | | | |
|---|--|--|---|-----------------------|-----------------------------|
| Strategies - Actions | Person(s) Responsible | Related School Expenditures | Related Centralized Expenditures | Estimated Cost | Funding Source |
| 3.3 Use funds to meet requirements of Section 1110 (all teachers and paraprofessionals will be Highly Qualified) (PI) <ul style="list-style-type: none"> Strengthen process for recruiting and hiring teachers with appropriate credentials and HQT status Implement comprehensive teacher evaluation system Provide continuing education training to teachers on a case by case basis to maintain certification and HQT status | Principal Assistant Principals Instructional Coaches Teacher BTSA Coordinator Human Resources | BTSA Support for Teachers | | \$23,752.00 | Title I |
| 3.4 Provide individual and team-focused professional development and support for teachers, staff and administrators. (PI) <ul style="list-style-type: none"> Set aside funding for staff to attend conferences, seminars and trainings as needed (federal, state, local) <p><i>10% set-aside for PD for Program Improvement Year 5</i></p> | Principal Assistant Principals Teachers Instructional Coaches | Professional Dvlp | | \$8,188.00 | Title I |
| 3.5 Provide professional development and support that: <ul style="list-style-type: none"> Is aligned with CCSS, state assessments and standards-based curricula Is founded on scientifically based research and proven methods to improve student academic achievement (PI) Trains teachers to identify low performing students and provided targeted supports and early interventions to these students (PI) Enables teachers to address the needs of students with differentiated learning styles, particularly students with disabilities, special learning needs (including gifted and talented), and ELL students Trains teachers to integrate technology into curricula and instruction Trains teachers in making data driven decision in the classroom using benchmark assessments and track student academic achievement in the classroom and on state mandated assessments Improve classroom management, school climate and culture and student behavior Partner with parents in their child's education Reflects the collaboration and planning of teachers, paraprofessionals, administrators, other relevant school personnel and parents in preparation of the SPSA (through SCC and other internal discussions) <p><i>10% set-aside for PD for Program Improvement Year 5</i></p> | Principals Instructional Coaches Teachers Technology Dept School Site Council | Professional Dvlp Illuminate Instruc Coaches | | See 3.3 and 3.4 above | Title I General Fund |

SYSTEM-WIDE GOAL 1: Ensure all students graduate prepared to attend and succeed at a four-year college/university

SCHOOL GOAL #4: Each content area and grade level will have an educational plan (ed plan) in which students, teachers, and parents target academic growth indicators as well as learning processes over the course of four years

| | | |
|---|---|---|
| <p>What data did you use to form this goal?</p> <p>GPA NCRs Retention Parent Survey Results A-G Attainment</p> | <p>What were the findings from the analysis of this data?</p> <p>Sac High is currently not meeting the individual needs of students as evidenced by the number of NCR's, low average GPA, disenrollment numbers, and students who are not meeting A-G requirements. We believe that content area and grade level ed plans that focus on short and long term plans will be more authentic for our students and staff, allowing them to take greater accountability for their learning and teaching and plan accordingly to track college readiness for long-term postsecondary success.</p> <p>Additionally, there is a disconnect between student, parent and teacher communication upon student enrollment at Sacramento Charter High School; therefore, we need to increase opportunities to facilitate communication among these groups throughout the year and identify new strategies to put into place for improved relationships.</p> | <p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • 100% of 9th-12th graders will work with their advisors to create an ed plan and review their progress weekly • 100 % of 9th-12th graders will lead at least one student-led parent-teacher conference • At least 90% of 9th and 10th grade parents report that they feel their student receives personalized support on the annual survey |
|---|---|---|

| Strategies - Actions | Person(s) Responsible | Related School Expenditures | Related Centralized Expenditures | Estimated Cost | Funding Source |
|---|--|---|----------------------------------|----------------|---------------------|
| <p>4.1 Develop or update ed plans</p> <ul style="list-style-type: none"> • Provide Student Handbooks – Planners for all students • Continue weekly check-ins • Conduct student-led conferences and hold mock conferences with advisors for students whose parents cannot attend | <p>Advisory Teachers Deans Principal Assistant Principals Students Parents</p> | <p>Handbooks- Planners Advisory</p> | | | <p>General Fund</p> |

SYSTEM-WIDE GOAL 1: Ensure all students graduate prepared to attend and succeed at a four-year college/university

SCHOOL GOAL #6: Examine and revise (as necessary) the schoolwide technology plan to specifically include strategies for improving instruction and learning to better prepare students for college and the technology they will be exposed to in their higher education learning experiences.

| | | |
|--|--|--|
| <p>What data did you use to form this goal?</p> <p>Current instructional practices Number of computers Technology Infrastructure Analysis</p> | <p>What were the findings from the analysis of this data?</p> <p>To truly be a college prep high school, Sac High needs to prepare its students to not only be academically successful, but to also have the knowledge and skills to successfully navigate a new educational system including the technology they will be expected to master and utilize. This goal will help the school better integrate technology into learning in the classroom as well as build skills for technology use in its students.</p> | <p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • Identified objectives for technology use in lesson plans • Technology audit |
|--|--|--|

| Strategies - Actions | Person(s) Responsible | Related School Expenditures | Related Centralized Expenditures | Estimated Cost | Funding Source |
|---|---|--|----------------------------------|----------------|---------------------|
| <p>6.1 Increase access to technology</p> <ul style="list-style-type: none"> • Create permanent technology lab with designated staff person • Continue to expand use of laptops and classroom carts • Increase technology capability to support an increase in the use of technology | <p>Principal Assistant Principals Technology Dept</p> | <p>Computers Hardware Software Staff</p> | | | <p>General Fund</p> |
| <p>6.2 Staff development and professional collaboration</p> <ul style="list-style-type: none"> • Provide training on technology usages (e.g. Illuminate) • Provide training on how to integrate technology into curriculum and to support instruction | <p>Technology Dept Instructional Coaches Principal Assistant Principals</p> | <p>Illuminate Professional Dvlp</p> | | | <p>General Fund</p> |
| <p>6.3 Integrate technology into curriculum and instruction</p> <ul style="list-style-type: none"> • Incorporate technology objectives into lesson plans • Continue to expand use of research projects as part of courses | <p>Principal Assistant Principals Instructional Coaches Teachers</p> | <p>Instruc Coaches Planning/Collab</p> | | | <p>General Fund</p> |

SYSTEM-WIDE GOAL 2: Ensure all students are educated in learning environments that are clean, healthy and safe

SCHOOL GOAL #5: Implement a school-wide system for Positive Behavior Interventions and Supports (PBIS) to improve school climate and culture and provide opportunities for students to receive social-emotional and health related supports.

| What data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|--|---|--|
| Disciplinary Data Student Retention and Transfers Graduation Stakeholder Survey Results | The mid-year student survey results revealed that only 44% of students that participated feel Sac High is a safe place to learn. This coupled with the number of referrals averaged over the last three school years (about 2000 per term) confirm a need to increase and improve the use of research-based strategies that will build positive school climate and culture. Each referral equates to lost instructional time which can affect a student's grades and potential for long-term academic success. We need to increase the services available to meet the needs of the whole student. | <ul style="list-style-type: none"> • Continue to decrease suspension rate as feasible by utilizing alternative discipline means (in-school suspensions, behavior contracts, peer court, alternative means of correction) • Identify source of student referrals (grade level, period, teacher) to provide additional supports and decrease referrals • Increase classroom management skills/tools of teachers • Increase the number of systems and events to reward positive student behaviors and celebrate school-wide successes |

| Strategies - Actions | Person(s) Responsible | Related School Expenditures | Related Centralized Expenditures | Estimated Cost | Funding Source |
|--|---|--|----------------------------------|----------------|----------------|
| 5.1 Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions. <ul style="list-style-type: none"> • Continue 9th grade summer onboarding program • Revise the use and implementation of In-School Suspension (ISS) • Expand use of data in decision-making related to discipline and culture (e.g. tracking referrals) | Principal Assistant Principals Deans Teachers Students | Staffing Illuminate Materials | | | General Fund |
| 5.2 Increase social-emotional learning and support programming and resources. <ul style="list-style-type: none"> • Implement positive behavior program/strengthen advisory • Partner with City Year • Explore adding mentorship program/partnership (e.g. Men's Leadership Academy) | Principal Assistant Principals Deans Teachers City Year | Staffing City Year Professional Dvlp | | | General Fund |
| 5.3 Increase health and wellness resources available to students. <ul style="list-style-type: none"> • Partner with HealthCorps • Develop healthy students initiative • Advisory lessons focused on the school garden and healthy | Principal Assistant Principals Teachers Garden Coordinator Health Corps Staff | Staffing Materials | | | General Fund |

| | | | | | |
|---|--|-------------------------------------|--|--|--------------|
| eating • Cooking Club | | | | | |
| 5.4 Institute strategies to maintain high attendance and improved student retention. • Adhere to attendance policy, fully utilize SART/SARB process • Celebrate students with excellent attendance (e.g. monthly drawings) | Principal Assistant Principals Deans Attendance Coord | Staffing Materials Illuminate | | | General Fund |

SYSTEM-WIDE GOAL 3: Empower parents and family to become more actively engaged in supporting their children’s education

SCHOOL GOAL 7: Increase the percentage of families who participate in at least one school event yearly

| What data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|--|--|---|
| Parent survey response rate Parent survey results Event participation records Parent participation in student-led conferences | <p>While opportunities for meaningful parent involvement have increased over the years (e.g. student-led conferences) Sac High seeks to continue to grow parent involvement.</p> <p>Only 28 mid-year surveys were submitted by families this year. A wider variety of strategies to encourage family participation in the end-of-the-year survey will be utilized. Mid-year survey results show that overall 71% of families expressed satisfaction with home-school communication. However, only 32% of families said they were contacted at least once the past quarter by their child’s advisory teacher. We need to increase communication home in a variety of formats.</p> | <ul style="list-style-type: none"> • The school will collect data on the number of parent events annually and the number of parents participating in these events. • Increase percentage of families completing parent survey • Improve parent satisfaction ratings yearly |

| Strategies - Actions | Person(s) Responsible | Related School Expenditures | Related Centralized Expenditures | Estimated Cost | Funding Source |
|---|--|--------------------------------|--|----------------|-----------------------------|
| <p>7.1 Facilitate ongoing communication and collaboration between staff and parents focused on student achievement of annual academic goals (PI).</p> <ul style="list-style-type: none"> • Notify all parents of PI Year 1 status through multiple means (e.g. letter home, internet) • Distribute parent newsletter regularly • Improve Illuminate functionality | Principals Parent Liaison Teachers Student Support Services | Translation costs Materials | Parent Liaison Student Support Services | \$ 48,905.38 | Title I General Fund |
| <p>7.2 Provide increased opportunities for parents to participate in site activities that increase their skills as partners in education (PI).</p> <ul style="list-style-type: none"> • Continue and add parent education and involvement activities to school calendar (e.g. family orientations, back-to-school night, college going seminars for parents to learn about college prep school and information on how to navigate the college going process) • Provide auxiliary services to students and parents including transition from middle school • Explore ways to partner with SCUSD to allow parent access to education opportunities • Improve foster parent involvement | Principals Parent Liaison Teachers | Materials | | See 7.1 above | Title I General Fund |

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Form C: Programs Included in this Plan

This form denotes each state and federal program in which the school participates along with funding allocated for each program. As indicated below, Sac High operates as a schoolwide program (SWP).

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 | |
|-------------------------------------|--|
| <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 |
| <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 |
| <input checked="" 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"/> | California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school |
| <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"/> | Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners |
| <input type="checkbox"/> | Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring |

| State Programs (cont) | |
|-------------------------------------|--|
| <input type="checkbox"/> | Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school |
| <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"/> | School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs |
| <input type="checkbox"/> | School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety |
| <input type="checkbox"/> | Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students |
| <input type="checkbox"/> | List and Describe Other State or Local Funds |
| <input checked="" type="checkbox"/> | List and Describe Other State or Local Funds Lottery |
| <input checked="" type="checkbox"/> | List and Describe Other State or Local Funds Mandated Block Grant |
| <input checked="" type="checkbox"/> | List and Describe Other State or Local Funds EPA (Education Protection Account) |
| <input checked="" type="checkbox"/> | List and Describe Other State or Local Funds AB 602 Special Education |
| <input checked="" type="checkbox"/> | List and Describe Other State or Local Funds Prop 39 |
| <input checked="" type="checkbox"/> | List and Describe Other State or Local Funds Clean Energy Act |
| <input checked="" type="checkbox"/> | List and Describe Other State or Local Funds Mental Health |

| 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) | \$258,070 | <input checked="" type="checkbox"/> |
| <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). | \$48,905.38 | <input type="checkbox"/> |
| <input 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) | \$62,704.49 | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals | \$4,118 | <input checked="" 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 ¹ |
| <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"/> |
| Total amount of federal categorical funds allocated to this school | | \$ 262,188 | |

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

¹ 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.² 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 |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Michelle Seijas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kingsley Melton | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hari Shetty | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ari Colondres | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Domina Stamas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pamela Lewis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Francine Hardy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Chris Baker | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Michelle Brown | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Faye Lawrence | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Deanna Jenkins | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aubree Deloach | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ferrick Moore | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Davon Thomas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Aaliyah Parker | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Numbers of members in each category | 1 | 4 | 2 | 4 | 4 |

² 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 _____ 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.
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: November 12, 2014

Attested:

Michelle Seijas
Name of School Principal

Signature of School Principal

Date

Faye Lawrence
Name of SSC Chairperson

Signature of SSC Chairperson

Date