

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Peter Johansen High School

50 711755030135
CDS Code

Non TITLE 1:

TITLE 1 Schoolwide: X

TITLE 1 Targeted Assistance:

Date of this revision: 10/18/16

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Modesto City Schools District

The District Governing Board approved this revision of the Single Plan for Student Achievement on November 7, 2016.

OVERVIEW / ORDER of contents

Single School Plan for Student Achievement

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Section 1:

School Mission Statement and Description

School Mission Statement:

JOHANSEN HIGH SCHOOL MISSION STATEMENT

Johansen High School believes all students can successfully prepare for their future through the development of critical thinking and creative problem-solving skills. Within a school culture that values its diversity of people and ideas, Johansen students communicate through various mediums, collaborate across disciplines, and celebrate their progress toward achieving personal and academic goals.

JOHANSEN HIGH SCHOOL STUDENT LEARNER OUTCOMES

COMMUNICATE

All Students

- Effectively acquire, organize, and evaluate information through reading, writing, and speaking
- Generate questions and employ creative approaches to problem-solving
- Construct viable arguments in both oral and written form based on evidence
- Use a wide variety of technologies to effectively facilitate learning

COLLABORATE

All Students

- Work effectively in a world of diverse viewpoints, belief systems, and cultures
- Learn in a safe, respectful and supportive environment
- Integrate learning from all courses to build a strong base of knowledge
- Build relationships to their school and community through activities, service projects and internships

CELEBRATE

All Students

- Value character traits such as responsibility, perseverance, and respect
- Chart progress towards academic and career goals
- Acknowledge achievement in pursuit of academic and career goals
- Recognize successful participation in athletics and extra-curricular activities

School Description:

Johansen High School opened in the fall of 1992 and is one of seven large comprehensive public high schools in the Modesto City Schools District, 30,000 ADA, which serves a community of 201,000 residents in the central valley of California. Johansen's student population resides primarily in the neighboring town of Empire and the southeastern portion of Modesto, an area that has seen substantial growth over the last ten years. The economic base of the community is shifting from primarily agriculture to a blend of agriculture, light industry, manufacturing, building construction, and other service-related businesses. The community has taken great pride in this high school that provides students with an exceptional facility in which to learn.

The Johansen campus encompasses 90 classrooms and labs, a large gymnasium, an auditorium and a modern technology-rich library. It also includes a complete complex of athletic fields, stadium, and Olympic size swimming pool. The school has a diverse student body of 1750 students comprised of several ethnic groups.

Johansen High School provides a rich curriculum designed to meet the needs of its diverse student population. Students have access to a variety of academic programs tailored to meet their needs. Students are scheduled into classes with careful consideration given to their abilities and needs. Johansen's instructional program includes support classes for Math and English Learners, grade level instruction, College Preparatory, Pre-AP/GATE and Advanced Placement. Nearly all students in grades 9, 10, and 11 are in college preparatory academic programs. In addition, students may take a Pre-AP/GATE curriculum that prepares them for Advanced Placement courses or a College Prep strand that prepares them to enter the university system. Over 60% of Johansen's graduates continue their education at universities or community colleges.

Rich vocational education programs articulated with ROP courses and Modesto Junior College prepares students to enter the world of work. The award-winning Education Human Development Academy affords students the opportunity to work with young children at the on campus preschool and at local elementary schools. Johansen's Agriculture Academy and the Industrial Technology and Engineering Academy provide students with career pathways leading to employment or college.

Johansen's instructional program features curricular choices to provide opportunities and meet the needs of its students in the following ways:

- Courses for the English learners (including the Read 180 and ALD)
- Support classes for Math.
- Special Education program that meets the needs of students with both the Resource Specialist Program (RSP) as well as Special Day Classes (SDC)
- College Preparatory classes which accounts for the majority of the course work for the 9th, 10th, and 11th graders.
- A rich selection of Pre-AP and Advance Placement courses which offer college level instruction.
- A strong vocational education that articulates with ROP courses along with Modesto Junior College to prepare students to enter the world of work.
- Education Human Development Academy looks at career preparation for students and offers students opportunities both on campus with the on-campus pre-school as well as with local elementary schools.

As with all academies, the students enter the multiyear program as sophomores, and are scheduled into supporting classes as a group.

- Agricultural Academy examines the many directions one may choose in pursuing a career in agriculture with a range of vocational readiness to an academic plan.
- Industrial Technology and Engineering Academy looks at the many applications of technology and engineering from the vocational level all the way to the professional level.
- Digital Arts and Technology Advancement pathway, the newest academic stream, features the instruction in the use and application of computer programing.

The Academy and Pathway avenue, as well as, the Advance Placement programs offer multi-year sequences to provide both career opportunities as well as a sequence of coursework to lead students to college admission.

Technology is a major focus that is infused into the curriculum and used to strengthen the integrated instruction that occurs across disciplines. Every staff member has access to computerized resources. A number of teachers utilize Surface Pro's to facilitate instruction along with document cameras, supported by video projectors. Two computer labs are equipped with computers for classroom use by various departments. Two additional labs are available for classes to work on projects that integrate technology into the curriculum. Communication on campus and with the community is enhanced with the exchange of social media and parents can correspond with their students teachers directly by email or check their own student's grades and attendance on Power School.

Campus leadership occurs with the in-put of all of the following entities:

- English Learners Parent Partnership which advises the School Site Council on issues that can improve the needs of this population
- School Site Council [SSC], which oversees the direction and funding of state and federal resources.
- Site Leadership, which is composed of the departmental and instructional leaders, but open to all teachers, to seek input on issues of importance to school operation.
- Department leaders, organized around curriculum interests for academic, performing arts, fine arts, and PE.
- Instructional Teams organized around improving curricular issues, instructional strategies, vision and culture of the school, and examination of effective intervention techniques.

These teams were organized by faculty input around central issues put forward by WASC goals and District goals as a guideline.

Monthly meetings allows stakeholders address goals to support student achievement and support.

- Parent advisory committees, which serve with each academy, to offer input for each respective strand.

Migrant Education /Title Part C instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to out of school youth and secondary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by a Support Services Liaison that is housed at Pearson Education Center. The current migrant student eligibility list is maintained on a monthly basis and is cross referenced with the district student data base to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools District attendance area. The migrant parents assist the district and region in evaluating migrant services through their participation in the Migrant Parent Advisory Committee that meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2

Data Overview

SPSA Goal #1

Smarter Balanced Assessments

English Language Arts (% Proficient or Advanced)

Subgroup	2014-2015	2015-2016
Schoolwide	46	53
African American		36
English Learners	3	0
Students with Disabilities	0	4

SPSA Goal #2

Smarter Balanced Assessments

Math (% Proficient or Advanced)

Subgroup	2014-2015	2015-2016
Schoolwide	14	16
African American		0
English Learners	4	0
Students with Disabilities	6	0

SPSA Goal #3

Attendance

Group	2013-14	2014-15	2015-16
School Wide	94.26%	93.94%	93.07%
African-American	90.88%	91.26%	90.30%
Students W/Disabilities	88.30%	88.99%	89.46%
EL	92.40%	91.56%	90.75%

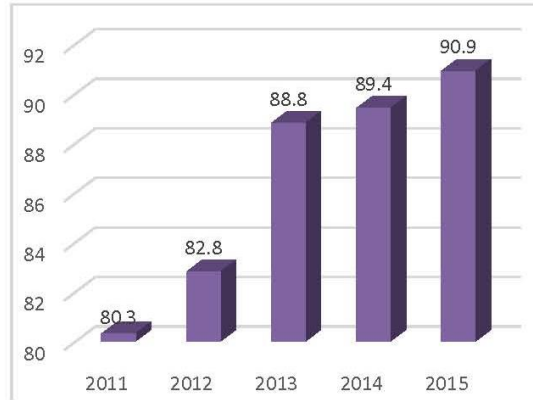
SPSA Goal#4

Discipline Data

	2012/13	2013/14	2014/15	2015/16
Suspension Rate %	18	15	7	10
Expulsions #	11	5	2	0

SPSA Goal #5

Graduation Rate 90.9%



ELs on Target - 3 Year Summary (2015-16, 2014-15, 2013-14)
Johansen

		On Target										CELDT Criterion																
Grade	Beg Year 2			Beg Year 3			Beg Year 4			Beg Year 5			Total on Target			Beg Year 6			Beg Year 7			Beg Year 8+			Total CELDT Criterion			Total #EL
	On Target		Total	On Target		Total	On Target		Total	On Target		Total	Total	# Met	%	Criterion		Total	Criterion		Total	Criterion		Total	Total	At CC	%	
	#	%		#	%		#	%		#	%					#	%		#	%		#	%					
9	0		0	0		0	0	0%	1	0		0	1	0	0.0%	0	0%	1	0		0	26	46%	56	57	26	45.6%	58
10	0		0	0		0	1	100%	1	0		0	1	0	0.0%	1	100%	1	0		0	25	57%	44	46	26	56.5%	48
11	0		0	0		0	0		0	0		0	0				0	0		0	11	44%	25	25	11	44.0%	25	
12	0		0	1	100%	1	0		0	0		0	1	1	100.0%	0		0	0		0	10	63%	16	17	10	58.8%	18
Total	0		0	1	100%	1	1	50%	2	0		0	4	2	50.0%	1	50%	2	0	0%	2	72	51%	141	145	73	50.3%	149

		On Target										CELDT Criterion																
Grade	Beg Year 2			Beg Year 3			Beg Year 4			Beg Year 5			Total on Target			Beg Year 6			Beg Year 7			Beg Year 8+			Total CELDT Criterion			Total #EL
	On Target		Total	On Target		Total	On Target		Total	On Target		Total	Total	# Met	%	Criterion		Total	Criterion		Total	Criterion		Total	Total	At CC	%	
	#	%		#	%		#	%		#	%					#	%		#	%		#	%					
9	0		0	0		0	1	50%	2	0		0	2	1	50.0%	0	0%	1	0		0	27	46%	59	60	27	45.0%	62
10	0		0	0		0	0		0	0		0	0	0		0		0	0		0	17	41%	41	41	17	41.5%	41
11	1	100%	1	0		0	0		0	0		0	1	1	100.0%	0	0%	1	0		0	16	52%	31	32	16	50.0%	33
12	0		0	0		0	0		0	0		0	0	0		0		0	0	0%	1	29	71%	41	42	29	69.0%	42
Total	1	100%	1	0		0	1	50%	2	0		0	3	2	66.7%	0	0%	2	0	0%	1	89	52%	172	175	89	50.9%	178

		On Target										CELDT Criterion																
Grade	Beg Year 2			Beg Year 3			Beg Year 4			Beg Year 5			Total on Target			Beg Year 6			Beg Year 7			Beg Year 8+			Total CELDT Criterion			Total #EL
	On Target		Total	On Target		Total	On Target		Total	On Target		Total	Total	# Met	%	Criterion		Total	Criterion		Total	Criterion		Total	Total	At CC	%	
	#	%		#	%		#	%		#	%					#	%		#	%		#	%					
9	0		0	0		0	0		0	0		0	0	0		0		0	1	50%	2	23	47%	49	51	24	47.1%	51
10	0		0	0		0	0		0	1	50%	2	2	1	50.0%	0		0	0		0	27	54%	50	50	27	54.0%	52
11	1	100%	1	0		0	0		0	0		0	1	1	100.0%	0	0%	1	0		0	24	52%	46	47	24	51.1%	48
12	1	100%	1	0		0	0		0	0		0	1	1	100.0%	0	0%	1	0		0	14	61%	23	24	14	58.3%	25
Total	2	100%	2	0		0	0		0	1	50%	2	4	3	75.0%	0	0%	2	1	50%	2	88	52%	168	172	89	51.7%	176

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Section 3

Data Analysis Summary

2015 – 2016 Data Analysis

The Following are questions are provided as a guide for the data analysis.

- Did you meet the participating rate of 95% of students tested?
- Where are the achievement gaps at your school?
- What are the trends?

Summary of Analysis:

- At Johansen High School we made every effort to test all of the students. We didn't quite get everyone but we were over the 95% goal with 98% of the students tested.
- On the Smarter Balanced Assessments in English Language Arts and Math, school wide we scored 53% and 16% Met or Exceeded Standards. We met our overall goal of improvement but we still have some gaps. Our achievement gaps at Johansen High School are with our African American, English Learners, and our Students with Disabilities. African American students scored 36% Met standards on the ELA test and all other sub groups scored 0 or 4%.
- With only two years of SBAC data it is hard to say what the trends are. However, school wide in both ELA and math our test scores improved. Johansen students improved 7 percentage points in ELA from 46 percent to 53 percent. In math, Johansen students increased from 14 percent to 16 percent. With the subgroups there was no difference.
- Our attendance numbers have slow dropped over the last three years. We have made efforts through our attendance liaison, SART meetings, SARB, and careful accounting. Our focus will be on the students with chronic absenteeism.
- For our PBIS and graduation goals the trend is going up. Our graduation rate has steadily improved over the last five years. On the PBIS side, our discipline numbers have gone down. Less students are getting suspended or expelled than they were four years ago. We are making significant efforts to reduce suspensions and increase the positive behavior on campus.

Section 4

Annual SPSA Evaluation

SPSA Annual Evaluation 2015-2016

Plan Priorities

- Identify the top priorities of the 2015-16 SPSA. (No more than 2–3.)
The top priorities for the 2015-2016 SPSA were the English Learner students who were struggling in ELA and Math, professional development, and the creation of a PBIS system.
- Identify the 2015-16 major expenditures supporting these priorities.
The major expenditures of the 2015-2016 SPSA were the counseling services for the EL and SED students, professional development, and technology support for the creation of our PBIS commercials.

Plan Implementation

- Identify strategies in the 2015-16 SPSA that were fully implemented as described in the plan.
We were able to send a good number of or teachers to get professional development at various conferences. We sent two separate teams to a Professional Learning Communities conference where they learned how to better work with each other to help the students academically and socially. We also put a lot of emphasis in our PBIS plan. We created public service announcements for our students and brought in counselors from the Center for Human Services so we are covered every day of the week.
- Identify strategies in the 2015-16 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
We did not have the teachers do all day collaboration days as we budgeted for. With the district provided collaboration time, teachers were able to get accomplished what they needed.
 - o What specific actions related to those strategies were eliminated or modified during the year?
We didn't see any actions as a failure that needed to be eliminated. We will modify our collaboration efforts.
 - o Identify barriers to full or timely implementation of the strategies identified above.
The only barriers that we have run into is personnel and contractual obligations.
 - o What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
We have planned further in advance to make sure everyone is fully informed of all of our interventions.
 - o What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
We did not see any change in EL or SWD scores.

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?
Our teachers are doing a much better job working together after being trained on Professional Learning Communities. We do not have enough data at this point to see trends yet.
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

At this point nothing has been proven to be ineffective until we have the opportunity to fully implement.

- o Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other

- o Based on the analysis of this practice, would you recommend:
I recommend staying with our current practices until they are done with fidelity.
 - Eliminating it from the 2016-17 plan
N/A

 - Continuing it with the following modifications:
N/A

Involvement/Governance

- How was the SSC involved in development of the plan?
The SSC was fully involved. Over multiple meetings that went back into the 2014-15 school year the SSC had a say in each strategy and activity that was implemented.

- How were advisory committees involved in providing advice to the SSC?
Our ELPP was well informed throughout the process. They were given the same data the SSC was given and offered their suggestions on how to support the students.

- How was the plan monitored during the 2015-16 school year?
We monitored the plan by analyzing the benchmarks each quarter and watched for trends in the data of the EL students, as well as, the students in each of the support classes.

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
N/A

Outcomes

- Identify any goals in the 2015-16 SPSA that were met.
ELA goal was met.

- Identify any goals in the 2015-16 SPSA that were not met, or were only partially met.
EL students and SWD did not meet any of their academic goals. Our attendance goal was not met as well.
 - o List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

- Based on this information, what might be some recommendations for future steps to meet this goal?



Section 5

School Goals

Planned Improvements in Student Performance:

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students academically at risk. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal #1 LCAP Goal 2 & 3 - English Language Arts (ELA)						
Increase by 3% points the percent schoolwide and increase by 3.5% points each subgroup scoring Meets or Exceeds on Smarter Balance Assessment – English Language Arts (ELA).						
Percent of students at Proficient or Advanced proficiency level:						
Subgroup	2014 – 2015		2015 – 2016		2016 – 2017	
Schoolwide (SW)	Actual	46	Goal	51	Actual	53
African American (AA)	Actual		Goal		Actual	36
English Learners (EL)	Actual	3	Goal	8	Actual	0
Students with Disabilities (SWD)	Actual	0	Goal	5	Actual	4
What process will you use to monitor and evaluate the data and progress toward goals?						
Benchmark exams will be given in all Language Arts classes prior to the SBAC exams						

Subgroup	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) to Reach This Goal	Start Date & Completion Date	Proposed Expenditure(s)		
			Proposed Expen.	Funding Source	Amount
SW	Professional Development for teachers and staff	8/8/16 - 5/25/17	Conferences, Trainings, substitutes	Title 1 Professional Development	8885

Subgroup	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) to Reach This Goal	Start Date & Completion Date	Proposed Expenditure(s)		
			Proposed Expen.	Funding Source	Amount
	After school tutoring		Collaboration Release Time	Title 1 Certificated	3750
			Intervention teacher hourly	Title 1 Certificated	3750
SW	Increase the use of technology at the school site specifically focusing on skills needed for online assessments.	8/8/16 - 5/25/17	Computer Lab Technician	Title 1 Positions	26750
			Multimedia carts	Title 1 Supplies and Services	2500
			Instructional materials	Title 1 Supplies and Services	3800
			Fringe	Title 1 Positions	1667
EL	Bilingual Language Development Specialist will monitor and assist English Learners. Academic Language Development class	8/8/16 - 5/25/17	60% BLDS - provided by the district	None Specified	
			FTE allotment - District	None Specified	
EL	Provide additional translation services to meet the specific needs of students and parents	8/8/16 - 5/25/17	TCLL Translator	Title 1 Positions	11334
			Translator - Extra Hours	Title 1 Classified	750
			Fringe	Title 1 Positions	1666
SW	Freshman Seminar classes for all freshmen Read 180 class for struggling freshman readers	8/8/16 - 5/25/17	Additional 2.6 FTE - District	None Specified	
			Title 1 funds		
			Instructional materials	Title 1 Supplies and Services	3300
			Office supplies	Title 1 Supplies and Services	500
			.4 FTE ELA teacher - District allotted	None Specified	
SWD	Tutorial Class for resource students Teacher in-service on instructional strategies for students with special needs	8/8/16 - 5/25/17	Resource Teacher	None Specified	
			Program manager and school psychologist	None Specified	

Subgroup	Description of Specific Actions (strategies to Improve Student Achievement (Best and Next Practices) to Reach This Goal	Start Date & Completion Date	Proposed Expenditure(s)		
			Proposed Expen.	Funding Source	Amount
AA	Behavior Intervention Specialist will provide resources to students and families to assist with classroom skills and leadership opportunities.	8/8/16 - 5/25/17	Mental Health clinician from the Center for Human Services	None Specified	

Planned Improvements in Student Performance:

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students academically at risk. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal #2 LCAP Goal 2 & 3 - Math						
Increase by 3% points the percent schoolwide and increase by 3.5% points each subgroup scoring Meets or Exceeds on Smarter Balance Assessment – Math.						
Percent of students at Proficient or Advanced proficiency level:						
Subgroup	2014 – 2015		2015 – 2016		2016 – 2017	
Schoolwide (SW)	Actual 14	Goal 19	Actual 16	Goal 19	Actual	
African American (AA)	Actual	Goal	Actual 0	Goal 3.5	Actual	
English Learners (EL)	Actual 4	Goal 9	Actual 0	Goal 3.5	Actual	
Students with Disabilities (SWD)	Actual 6	Goal 11	Actual 0	Goal 3.5	Actual	
What process will you use to monitor and evaluate the data and progress toward goals?						
Benchmark exams will be given in all math classes prior to the SBAC exams						

Subgroup	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) to Reach This Goal	Start Date & Completion Date	Proposed Expenditure(s)		
			Proposed Expen.	Funding Source	Amount
SW	Professional Development and collaboration time for teachers and staff Collaboration time for teachers to work with their Professional Learning Communities	8/8/16 - 5/25/17	Conferences, trainings, and substitutes Collaboration release time 15 District provided collaboration hours	Title 1 Professional Development Title 1 Certificated None Specified	8884 3750
SW	Target at risk students for interventions such as Math 180	8/8/16 - 5/25/17	.4 FTE - District allotment FTE allotment - District funds	None Specified None Specified	

Subgroup	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) to Reach This Goal	Start Date & Completion Date	Proposed Expenditure(s)		
			Proposed Expen.	Funding Source	Amount
	Secondary Math 1 Support classes for students After School Tutoring		Instructional materials Office Supplies Intervention teacher - hourly	Title 1 Supplies and Services Title 1 Supplies and Services Title 1 Certificated	3800 500 3750
SW	Increase the use of technology at the school site specifically focusing on skills needed for online assessments. Increase the use of technology in the classroom by adding laptops to carts for teachers who want to create a digital classroom.	8/8/16 - 5/25/17	Media carts and laptop carts Computer Lab Technician Instructional materials Fringe	Title 1 Supplies and Services Title 1 Positions Title 1 Supplies and Services Title 1 Positions	2500 26750 3800 1667
SWD	Tutorials class for resource students	8/8/16 - 5/25/17	Resource Teacher	None Specified	
EL	Provide additional translation services to meet the specific needs of students and parents	8/8/16 - 5/25/17	TCII Translator Extra Hourly Finge	Title 1 Positions Title 1 Classified Title 1 Positions	11334 750 1667
AA	Behavior Intervention Specialist will provide resources to students and families to assist with classroom skills and leadership opportunities.	8/8/16 - 5/25/17	Mental Health Clinician from the Center for Human Services	None Specified	
SW	Freshman Seminar class for all freshmen	8/8/16 - 5/25/17	Additional 2.6 FTE from District Title 1 funds Instructional materials Office Supplies	None Specified Title 1 Supplies and Services Title 1 Supplies and Services	 3800 500

Planned Improvements in Student Performance:

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students academically at risk. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal #3 LCAP Goal 2 - Student Attendance		
Increase student attendance by .5% points or to 98%.		
Attendance rate:		
2014 - 2015	2015-2016	2016-2017
Actual: 93.65%	Actual: 93.07	Goal: 93.57% Actual %
What process will you use to monitor and evaluate the data and progress toward goals?		
Monthly attendance reports provided by the district office, as well as, continuous monitoring in PowerSchool at the site level.		

Subgroup	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) to Reach This Goal	Start Date & Completion Date	Proposed Expenditure(s)		
			Proposed Expen.	Funding Source	Amount
SW	Principal visits Freshman Seminar classes to welcome them to Johansen and speak to them of the importance of academics their first year and attending school. Students are encouraged to get involved in clubs, sports, etc. AP Supervision and AP PPS visit 10th grade classes with a focus on interventions offered to recover credits and an emphasis on attendance.	8/8/16 - 5/25/17	Time Time	None Specified None Specified	
SW	Develop peer mentors - Link Crew Public service announcements in the form or	8/8/16 - 5/25/17	Student conferences	Title 1 Supplies and Services	2500

Subgroup	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) to Reach This Goal	Start Date & Completion Date	Proposed Expenditure(s)		
			Proposed Expen.	Funding Source	Amount
	student created videos Viking Valor - Incentive system		Video equipment Events, incentives, and prizes	Title 1 Supplies and Services Title 1 Supplies and Services	2500 875
SW	Parent trainings	8/8/16 - 5/25/17	Parent Institute for Quality Education	Title 1 Parent Involvement	11500
SW	We run a monthly attendance drawing recognizing students for perfect attendance during the month. The selected student receives a small incentive and is recognized on Viking TV during the week following the drawing.	8/8/16 - 5/25/17	Purchase of incentives	Title 1 Supplies and Services	875
SW	School Attendance Review Team (SART) was started where students and missing five or more days of school meet with the A.P. of Supervision and Attendance, Counselor, CWA truancy officer, student and parent to discuss attendance. During the meeting the importance of attendance is reemphasized and parent is giving information to outside agencies for additional support if needed depending on circumstances. Attendance Liaison to investigate and resolve school attendance and student welfare problems.	8/8/16 - 5/25/17	Attendance liaison TCII Translator Fringe Attendance Liaison	None Specified Title 1 Positions Title 1 Positions None Specified	 11333 1666
SW	School Nursing increased by one day so we have someone here 5 days/week.	8/8/16 - 5/25/17	School Nurse Fringe	Title 1 Positions Title 1 Positions	18500 1666

Planned Improvements in Student Performance:

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students academically at risk. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal #4 LCAP Goal 1 & 3 - Positive Behavior Intervention and Support (PBIS)					
Implement Positive Behavior Intervention and Support to decrease suspension rate by .5% or to 2.8%. Subgroups (AA, SWD) decrease by 1%. Subgroups less than 10 students should reduce number or subgroups suspensions.					
Suspension Rate:					
Subgroup	2014 – 2015		2015 – 2016		2016 – 2017
Schoolwide (SW)	Actual 7.82		Actual 10.10	Goal 9.6	Actual
African American (AA)	Actual 15.52		Actual 33.33	Goal 15	Actual
Students with Disabilities (SWD)	Actual 1.63		Actual 2.38	Goal 1.38	Actual
What process will you use to monitor and evaluate the data and progress toward goals?					
We will track all disciplinary actions in Mosis (student information system) and continuously monitor it throughout the year					

Subgroup	Description of Specific Actions (strategies to Improve Student Achievement (Best and Next Practices) to Reach This Goal	Start Date & Completion Date	Proposed Expenditure(s)		
			Proposed Expen.	Funding Source	Amount
SW	Post PBIS matrix and expectations in all classrooms and around school in the form of signs, posters, and banners. Public service announcements on positive behavior at school and society in the form of videos that will be shown on Viking TV	8/8/16 - 5/25/17	Supplies Technology equipment	Title 1 Supplies and Services Title 1 Supplies and Services	500 2500
AA	Promote the Black Student Union to help foster positive relationships	8/8/16 - 5/25/17	Certificated advisor	None Specified	

Subgroup	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) to Reach This Goal	Start Date & Completion Date	Proposed Expenditure(s)		
			Proposed Expen.	Funding Source	Amount
SW	Viking Valor reward system that rewards students for good grades and positive behavior in the classroom Student of the Month recognition Students earn points for being involved in activities and clubs. Points will earn them rewards in the student store	8/8/16 - 5/25/17	Supplies, rewards, activities Student rewards and certificates Five Star Students- point tracking system	Title 1 Supplies and Services Title 1 Supplies and Services None Specified	625 625
SW	Develop peer mentors - Link Crew Conferences for teachers and staff to learn new ways to increase activities and improve positive behavior	8/8/16 - 5/25/17	Student conferences and trainings Conference registration and travel, substitutes	Title 1 Supplies and Services Title 1 Professional Development	2500 8884
SW	Mental health counseling services Point Break	8/8/16 - 5/25/17	Student Assistant Specialist Consultant and counseling fees	Title 1 Supplies and Services Title 1 Supplies and Services	24000 9000
SWD	Weekly reward system for teachers of students with disabilities to reward good behavior and hard work	8/8/16 - 5/25/17	Prizes from the student store	Title 1 Supplies and Services	500

Planned Improvements in Student Performance:

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students academically at risk. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal #5 LCAP Goal 2 - High School Graduation Rate						
Increase graduation rate by .5% points for schoolwide and increase by 1% points for subgroups						
4 Year Cohort Graduation Rate:						
Subgroup	2014 - 2015		2015 - 2016		2016 - 2017	
Schoolwide (SW)	Actual	90.9	Actual	91.4	Goal	91.9 Actual
African American (AA)	Actual	85.7	Actual	86.7	Goal	87.7 Actual
English Learners (EL)	Actual	91.6	Actual	92.6	Goal	93.6 Actual
Students with Disabilities (SWD)	Actual	59.6	Actual	60.6	Goal	61.6 Actual
What process will you use to monitor and evaluate the data and progress toward goals?						
Counselors and administration will monitor grades and credits earned at the end of each quarter.						

Subgroup	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) to Reach This Goal	Start Date & Completion Date	Proposed Expenditure(s)		
			Proposed Expen.	Funding Source	Amount
SW	Counselors will monitor grades at the end of each quarter Extended Summer School will be offered to students who are down credits	8/8/16 - 5/25/17	Academic counselors Extended Summer School teachers	None Specified None Specified	
AA	Behavior Intervention Specialist will provide resources to students and families to assist with classroom skills and leadership	8/8/16 - 5/25/17	Mental Health Clinician from the Center for Human Services	None Specified	

Subgroup	Description of Specific Actions (strategies to Improve Student Achievement (Best and Next Practices) to Reach This Goal	Start Date & Completion Date	Proposed Expenditure(s)		
			Proposed Expen.	Funding Source	Amount
	opportunities. Promote the Black Student Union to foster positive academic relationships		Certificated Advisor	None Specified	
EL	Migrant Education counselor will meet with migrant students	8/8/16 - 5/25/17	Migrant Ed counselor	None Specified	
SWD	Case managers will monitor students grades and credits and work within the students Individualized Education Plan, IEP, to work toward graduation	8/8/16 - 5/25/17	Special Education teachers	None Specified	

Section 6

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	116000	0.00
Title 1 Professional Development	26653	0.00
Title 1 Parent Involvement	11500	0.00
Title 1 Certificated	15000	0.00
Title 1 Classified	1500	0.00
Title 1 Supplies and Services	72000	0.00

Section 7

Peter Johansen High School Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Program Support Goal: Improve overall and sub group student achievement.

Anticipated annual growth: Increase by five percentage points the percent of students at Proficient or Advanced on Smarter Balance Assessments.

Means of evaluating progress toward this goal: Diebels, Benchmark Assessments, CELDT, Smarter Balanced Assessment

Centralized Support Costs

The Modesto City School District provides on-going support to schools implementing categorical programs. Centralized services expenditures identifies direct services to students and educational support services to school staff provided by district office staff from categorical funds. The services are in such forms as resource materials, staff development, and evaluation services. The State and Federal Programs office also assists schools to implement categorical programs by providing budget allocations and current budget balances, by processing purchase orders, contracts, etc., and by keeping staff informed regarding changes in laws and regulations related to the compliant implementation of categorical program services.

Total amount for Title 1 160488.00

Funding Source for Centralized Support: Title I

Section 8

2016 - 2017
School Site Council (SSC) Membership – Jr. High and High School
Peter Johansen High School

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

Parents/Community Members

1. Name: Nancy Andersen
Term: 2 years
XParent Community Member
2. Name: Cindy Fernandes
Term: 2 years
XParent Community Member
3. Name: Ron Sundberg
Term: 2 years
XParent Community Member
4. Name: Maanav Sharma
Term: 1 year
Student
5. Name: Karissa Dempewolf
Term: 1 year
Student
6. Name: Laylla Jimenez
Term: 1 year
Student

Staff

1. Name: Nathan Schar
Principal
2. Name: Louis Munoz
Term: 2 years
Teacher
3. Name: Anne Whiteside
Term: 2 years
Teacher
4. Name: Denise Wright
Term: 1 year
Teacher
5. Name: Brad Cornwell
Term: 1 year
Teacher
6. Name: Dan Iverson
Term: 2 year
Other School Staff: Associate Principal

Section 9

Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

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

X English Learner Parent Partnership

Signature

Community Advisory Committee for Special Education Programs

Signature

Gifted and Talented Education Program Advisory Committee

Signature

Other committees established by the school or district (list):

Signature

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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 school plan was adopted by the school site council on: 10/18/16.

Nathan Schar

Typed Name of School Principal

Signature of School Principal

Date

Karissa Dempewolf

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date