

School Plan for Student Achievement (SPSA)

School Name	Count-District School Code	School Site Council (SSC) Approval Date	Local Board Approval
San Jacinto High School	33672493337656	10/07/2019	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of San Jacinto High School's Schoolwide Program is to provide equitable resources and supports in order to improve academic achievement so that all students, particularly the lowest achieving students, demonstrate proficiency on the State's academic standards.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

San Jacinto High School aligns practices under the Multi-Tiered System of Support (MTSS) framework to service the whole child as noted in the district Local Control Accountability Plan (LCAP). Integrating social and emotional learning, behavior support, and academic support in a comprehensive model will help to address the gaps in learning faced by our most vulnerable populations. Continuing to collaborate through a Professional Learning Community model refines our practices targeting struggling students.

Professional Learning Communities have identified Essential Standards in the curriculum frameworks, which allow teachers to focus on high stakes tasks so that lesson design can be revised to meet the social and behavioral demands of the school climate "...fostering a student-centered culture ensuring equity and access through student voice." Further, this helps to ensure that students, no matter their entry point, can be better prepared for the following year's academic expectations.

San Jacinto High School seeks to become an exemplary school promoting a learning culture of independence, innovation, and ethical leadership. The mission of San Jacinto High School is to challenge and empower all students to be independent thinkers, lifelong learners, and responsible citizens.

San Jacinto High School supports building capacity through ongoing coaching and

professional development centered around 21st Century Communication and Partnerships (LCAP 2018).

San Jacinto High School is consistently improving family engagement opportunities. With the addition of a full-time site parent liaison, resources for families are more readily available. In order to consistently improve, feedback from community members and families is encouraged and solicited via feedback cards and parent meetings. Communication between stakeholders, particularly teachers and families is strongly encouraged.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

We publish multiple surveys for all stakeholders to provide information and insight relevant to the nature of student learning. Site leadership coalitions also exist to provide ongoing support in curriculum, discipline, and social emotional learning.

School Site Council (SSC) Election dates and results: September-October 2018

SSC meeting dates and topics: 10/1/18, 2/11/19, 3/18/19, 5/6/19

The SSC examines Title I expenditures and practices funded by federal dollars to determine cost effectiveness.

English Language Advisory Council (ELAC) meetings: 9/17/18, 10/22/18, 12/5/18, 2/4/19, 3/11/19

Back to School Night: 9/20/18

Native American Advisory Council (NAAC): 9/27/18, 12/5/18, 2/6/19, 5/8/19

San Jacinto African American Advisory Council (SJAAAC): 10/25/18, 1/31/19, 5/6/19

Coffee with the Principal: 11/8/18, 12/6/18, 1/24/19, 3/7/19, 4/3/19, 5/9/19

Family/Community/Parent Liaison is located in the front office and is available to families during from 7:00am - 4:00pm. Additionally, the Parent Liaison participates in events and classes that are available to families after school hours.

Guiding Coalition (site leadership team): Guiding Coalition meetings are held the last Wednesday of each month.

CTE Advisory Committee

Resource Inequities (CSI and ATSI only)

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Gaps in varied areas related to instruction and school climate, predominantly among our African-American students, English Learners, and Students with Disabilities, continue to be identified and addressed.

We have identified performance gaps among the following student groups in the following indicator areas:

Graduation Rate:

- African American
- English Learners
- Students with Disabilities

Suspension Rate:

- Homeless
- Foster Youth

College/Career:

- English Learners
- Students with Disabilities

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase percentage of eleventh grade students reaching standard met on Math/ELA CAASPP exam.

Identified Need

San Jacinto High School experienced declining scores in both **ELA** and **MATH** during the 2017-2018 assessment year. Overall, we are 13.1 Points Below Standard in **ELA** and 118.2 Points Below Standard in **MATH**. Further, specific identified group scores have also declined in each academic area. Our Students with Disabilities maintained scores from the previous year, however, they are still 127.7 Points Below Standard in **ELA** and 224.8 Points Below Standard in **MATH**.

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcomes
California School Dashboard: <i>English Language Arts</i>	ENGLISH LANGUAGE ARTS 13.1 Points Below Standard Declined 16 points <ul style="list-style-type: none"> • English Learners 96.7 Points Below Standard Declined 27.4 Points	Increase student performance by 4 points minimum in ELA <i>Increasing performance by 3-4 points each year for five years will demonstrate proficiency in</i>

	<ul style="list-style-type: none"> Students with Disabilities 127.7 Points Below Standard Maintained 1 Point African American 29.3 Points Below Standard Declined 11.7 Points Hispanic 14.4 Points Below Standard Declined 16.5 Points Socioeconomically Disadvantaged 20.7 Points Below Standard Declined 16 Points 	ELA
California School Dashboard: Mathematics	<p>MATHEMATICS</p> <p>118.2 Points Below Standard Declined 15.4 Points</p> <ul style="list-style-type: none"> African American 133.7 Points Below Standard Declined 4.9 Points English Learners 186.3 Points Below Standard Declined 15.7 Points Hispanic 121 Points Below Standard Declined 16.7 Points Socioeconomically Disadvantaged 121.7 Points Below Standard Declined 11.7 Points Students with Disabilities 224.8 Points Below Standard Maintained 0.5 Points 	<p>Increase student performance by 4 points minimum in MATH</p> <p><i>Increasing performance by 24 points each year for five years will demonstrate proficiency in MATH</i></p>
Exact Path ELA & Math	Baseline: N/A (New Program beginning 2019/2020 SY)	

Strategy/Activity 1.1

Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Align all instruction, assessment, strategies, and student products to the rigor of the common core standards:

- Writing across the curriculum: Continued implementation of Jane Schaffer Training and

- further training for new teachers
- Fisher and Frey: Continued implementation of Close Reading Strategies, COLOSO, Focused Intentional Teaching, and continued professional development training across all disciplines
- Realignment of math instructional focuses on essential standards and rigor, including further implementation of MRWC
- IABs in ELA and Math
- Professional Learning Communities
- Teaching for Effective Learning
- Extra Collaboration Time (ECT) Days

Strategy/Activity 1.2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

- Provide specific and timely academic interventions when students fail to meet essential standards:
- Intervention period (Tiger Time) incorporated into master schedule - 43 Minutes Monday - Thursday
 - Khan Academy
 - Professional Learning Communities

Strategy/Activity 1.3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

- Provide supplemental support for students in all academic areas:
- After school AVID peer tutoring
 - Talent Search and Upward Bound Tutoring
 - ELD Support (EL Students)

Goal 2

Strengthen Professional Learning Communities at San Jacinto High School by developing common practices that involve the creation of common formative assessments, the evaluation of data, and response to intervention procedures that promote school-wide academic achievement.

Identified Need

In order to continue to promote academic achievement, deepen levels of rigor and critical thinking, and to provide specific and timely intervention, SJHS needs continued collaboration within and across academic disciplines, continued evaluation and formation of common formative assessments,

and data analysis utilizing a Professional Learning Communities system.

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcomes
California School Dashboard: <i>English Language Arts</i>	<u>ENGLISH LANGUAGE ARTS</u> 13.1 Points Below Standard Declined 16 points	Increase student performance by 4 points minimum in ELA <i>Increasing performance by 3-4 points each year for five years will demonstrate proficiency in ELA</i>
California School Dashboard: <i>Mathematics</i>	<u>MATHEMATICS</u> 118.2 Points Below Standard Declined 15.4 Points	Increase student performance by 4 points minimum in MATH <i>Increasing performance by 24 points each year for five years will demonstrate proficiency in MATH</i>
Interim Assessment Blocks <i>English Language Arts</i>	TBD	
Interim Assessment Blocks <i>Mathematics</i>	TBD	

Strategy/Activity 2.1

Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Focus on Data Driven Instruction: Dedicated PLC time for data review of unit/chapter common formative assessments, District Benchmarks/Interim Assessment Blocks, and CAASPP Exam; Creation of teacher based common formative assessments and rubrics that are reflective of essential standards in all core academic disciplines.

Strategy/Activity 2.2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Create uniform PLC Practices: Evaluate/establish essential standards in core academic disciplines; SMART Goals/Objectives based on relevant data; Data Protocols

Strategy/Activity 2.3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Implement effective academic intervention systems based on data collection during Tiger Time

Goal 3

Increase academic proficiency of English Learners through improving the intellectual quality of instruction and through a thorough alignment and articulation within and across systems.

Identified Need

- Intellectual quality of instruction and meaningful access - SJHS would like to improve integrated instruction opportunities for our EL students by providing regular and consistent EL specific Tutoring before/after school and/or during Saturday Scholars.
- Alignment and articulation within and across systems: Better alignment of systems need to be put in place to support the increase the rate of language acquisition/proficiency for English Learner students.

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcomes
ELPAC	Dashboard Level 4 Well Developed: 24.4% Level 3 Mod. Developed: 35.3% Level 2 Somewhat: 22.2% Level 1 Beginning: 18.2%	<ul style="list-style-type: none"> • Increase rate of language acquisition by 5 to 10%.
ELD strategies	1 ELD Instructional strategy observed	<ul style="list-style-type: none"> • 2 or more ELD Instructional Strategies observed • Teachers know which students are ELD (marked on roster/seating chart/etc.)
Participation in tutoring opportunities during/outside instructional time	Limited tutoring opportunities provided outside of instructional time designated for EL students; Few EL students attend tutoring sessions available M-Th after	<ul style="list-style-type: none"> • Provide tutoring designated for EL students and staffed by EL staff after school at least two times per week. • Provide EL Support at

	school.	Saturday Scholars during at least one Saturday School per month.
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Strategy/Activity 3.1

Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

<ul style="list-style-type: none"> • Provide specialized support for English Learner students in the area of credit recovery/A-G eligibility: <ul style="list-style-type: none"> ○ Develop/maintain specific tutoring for EL students ○ Maintain Saturday Scholar program specifically for EL Newcomers designed to increase language acquisition

Strategy/Activity 3.2

Students to be Served by this Strategy/Activity

English Learner Students

Strategy/Activity

<ul style="list-style-type: none"> • Provide Professional Development to staff <ul style="list-style-type: none"> ○ Appropriate and effective ELD Strategies to use across the curriculum
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Strategy/Activity 3.3

Students to be Served by this Strategy/Activity

English Learner Students

Strategy/Activity

<ul style="list-style-type: none"> • Provide additional tutoring opportunities specific to ELPAC design/structure/content to support students' ability to access the ELPAC with confidence and strategy
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Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$136,509.50: Intervention Teacher	Title I

Goal 4

Increase A-G Completion rate among all students

Identified Need

A large percentage of graduating seniors

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcomes
Aeries Analytics	Seniors: 51.2%	52%
UC Eligibility Report	Pending Q4 Grading Periods	52%
Junior/Senior Transcript Audit	Pending Q4 Grading Periods	52%

Strategy/Activity 4.1

Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)

All Students: Particular attention given to 9th graders

Strategy/Activity

Implement/Strengthen freshman success programs:

- Success 101
 - Materials/Supplies
 - Professional Development
- Building Assets Reducing Risks (BARR)
 - Dedicated Meeting Time
 - Training
 - Staffing
- Tigers XLR8
 - Summer Bridge Programs
 - Staffing
- Link Crew
 - Training
 - Staffing

Strategy/Activity 4.2

Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop an intervention system that effectively meets the academic needs of all students to support success in core classes; Prevent D/F grades in current courses:

- AVID Tutors/AVID Peer tutors
- Saturday Scholars
- Additional staffing, materials, and supplies to support AVID instructional strategies

Strategy/Activity 4.3

Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Evaluate and strengthen all credit recovery options:

- Implement and expand online course offerings, student licenses, available sections
- Maintain/Expand *Restart* course offerings and available sections
- Design/Implement alternative learning program for students that do not qualify for Mt. Heights/Mt. View options

Strategy/Activity 4.4

Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategically implement practices/procedures that systematically increase overall A-G rates:

- Code and monitor all students correctly by counselors to remain on A-G Track
- Implement an A-G intervention plan that closely monitors and intervenes when students receive D/F in A-G courses, A-G remediation and enhancement offered in summer school and online courses
- Provide parents and students information on the benefits of following A-G track
 - Information provided at all parent engagement activities
 - Counselor availability
 - SSC/ELAC/Coffee with the Principal
- Create College & Career Specialist position for direct services and support

Strategy/Activity 4.5

Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Expand and strengthen course offerings and programs that meet rigorous college and career readiness standards:

- Expand and strengthen Advanced Placement, International Baccalaureate, Dual-Enrollment and other honors courses
- Ensure all newly created courses meet A-G requirements as well as systematically redesigning existing courses to meet A-G requirements with a focus on CTE, VAPA, and other electives
- Continue to operate a 21st Century Media Center with access to dynamic resources, including a *MakersSpace*.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,267.69: Teacher Extra Duty	Title I
\$92,049.93: (2) ½ FTE BARR Counselors	Title I
\$2,500: Link Crew Coordinator Extra Duty	Title I

Goal 5

Create a caring and supportive student-centered school climate which fosters a strong sense of community and shared values through home/school/community partnerships.

Identified Need

During the 2018/2019 School Year, San Jacinto High School did not meet our goals in the following areas related to school culture and climate:

- > 96% **Average Daily Attendance (ADA)** rate
- <7.7% **Chronic Absence** rate
- <3.0% **Suspension** rate

Further, during the 2018/2019 School Year, there was an increase in the number of discipline referrals from the 2017/2018 School Year.

There is a need for thorough and strategic implementation of MTSS in order to support Social-Emotional Learning, Positive Behaviors, and Academic Growth while continuing to emphasize a college/career going culture on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcomes
Suspension Data (Aeries/Schoolzilla)	Overall 4.9% Suspension Rate 200 Suspension Count African American: 17.3% Students w/ Disabilities: 9.7%	Decrease suspension rates to <3.0%
Chronic Absenteeism Data (Aeries/Schoolzilla)	Overall 17.8% Chronic Absenteeism Rate	Decrease Chronic Absenteeism to <7.0%
Average Daily Attendance Data (Aeries/Schoolzilla)	Overall 94.7% All grade levels <96%	Increase attendance to 96% or greater.
Discipline Data	Overall 2,048 Referrals (Increase of 479 from 17/18 SY - YTD) 9th Grade: 1,229 10th Grade: 520 11th Grade: 179 12th Grade: 120	Decrease referrals
California School Dashboard College/Career Data	Prepared: 37.9% Approaching Prepared: 23.9% Not Prepared: 38.1%	Increase CC readiness by 10%

Strategy/Activity 1

Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement clear attendance and tardy policies and procedures that incentivize timeliness and attendance in classes, including implementation of electronic scanning system "Scan Student Identification Card Authorization (SSICA)" or similar.

Strategy/Activity 2

Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intentionally create systems that support social-emotional learning, positive behaviors, and restorative practices:

- Nufoundation - Network of on-site mentorship
- Building Assets Reducing Risks - 9th grade implementation

Strategy/Activity 3

Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strengthen existing clubs/organizations that currently do not have paid stipends by supporting advisors with appropriate funding and/or expand paid stipends:

- Mock Trial
- Black Student Union
- Experiential Learning (Field Trips/On-Campus Events)

Strategy/Activity 4

Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strengthen school, community, and parent relationships by:

- Maintaining school/community liaison position for communication and direct service and support

Strategy/Activity 5

Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement experiential engagement with social and emotional learning areas by:

- Oliver Petty Assembly

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$24,243.75: SSICA	Title I
\$5,500: Oliver Petty Assembly	Title I
\$58,373.13: School/Community Liaison	Title I
\$47,500: NuFoundation Mentorship	Title I

Annual Review

SPSA Year Reviewed 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted. IF you are using a goal from your previous SPSA then include an analysis.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goals 1,2,4 and 5 are continuing goals from the 2018/2019 school year, as they 1) align to the WASC Action Plan and 2) continue to be areas of need/focus. Aligning our SPSA Goals to our WASC Action Plan allows us to focus our efforts in order to make strategic growth. Further, not all of the strategies/activities were fully implemented during this last year. While these are continuing goals, some of the strategies/activities will be slightly altered, as with the implementation of NuFoundations Mentorship. Mentorship will be a new strategy incorporated within the SPSA but not necessarily on campus, however, this new strategy is something that the team feels will strengthen the achievement of Goal 5. The continued, but refocused attention given to these goals and efforts will support SJHS in their achievement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There is an increased expenditure in the area of mentorship in order to support the social-emotional learning, positive behavior, and academic growth on campus. NuFoundation and Building Assets Reducing Risks will be major focuses on campus in order

to support the whole student.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

TBD

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp and/or that receive funding from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the ConApp	\$368,944 (Title I)
Total Federal Funds Provided to the School from the LEA for CSI	NA
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$368,944.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of consolidated federal funds for this school: \$ 0

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of consolidated state or local funds for this school: \$ 0

Total of federal, state, and/or local funds for this school: \$ 368,944.00

SAN JACINTO HIGH SCHOOL SITE COUNCIL BYLAWS

ARTICLE I - NAME OF COUNCIL

The San Jacinto Unified School District has established the San Jacinto High School School Site Council. Hereinafter, this school site council may be referred to as council.

ARTICLE II - ROLE OF THE COUNCIL

The school site council is required, under state law, to serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. The school site council has responsibility for the following duties:

- Analyze and evaluating the academic achievement of all students in the school;
- Obtaining recommendations from school site advisory, standing, and special committees regarding the focus of the school's *School Plan for Student Achievement*;
- Developing and approving the school plan and all related proposed expenditures in accordance with all state and federal laws and regulations;
- Recommending the school plan and all related expenditures to the local governing board;
- Providing ongoing monitoring of the implementation of the plan and budget/expenditures;
- Revising the school plan, including expenditures, timelines, and evaluation criteria, as needed;
- Participating in all local, state, and federal reviews of the school's program for compliance and quality;
- Annually evaluating the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students;
- Encouraging broad representation of parents, community members, teachers, and students, if appropriate, including all socioeconomic, ethnic, and programmatic groups represented in the school in leadership roles and in the activities of the school site council; and
- Carrying out all other duties assigned to the council by the district governing board and by state or federal law.

ARTICLE III - MEMBERS

SECTION 1: SIZE AND COMPOSITION

The school site council will be composed of 12 members, selected by their peers, as follows:

Half of the representation on the council shall be from the school staff. This council half will include:

1 – Principal; shall be an ex officio member of SSC

4 – Teachers, selected by teachers; (an alternate chosen by the SSC members)

(NOTE: Classroom teachers shall constitute the majority of those persons representing the school staff)

1 - Other School Personnel

(examples: resource teachers, librarians, counselors, nurse, clerical staff, food service, custodial paraeducators, vice-principals, administrative assistants)

AND

(Secondary): The remaining half on the council shall be evenly distributed between:

3 – Parents or community members, selected by parents at the school; and

3 – Students, selected by students.

SECTION 2: TERM OF OFFICE

All members of the council shall serve for a term of 2 years.

However, in order to achieve staggered membership,, one-half, or the nearest approximation, of each representative group shall be selected during the odd years and the remaining number of members selected during the even years.

At the end of each representative member's term, membership terminates. In order to continue to serve as a council member, the member must be reselected by the appropriate representative group.

(New Councils) With the exception of the principal, a chance method or lottery will be used to determine the length of each member's term at the first council meeting.

SECTION 3: SELECTION/ELECTION OF MEMBERS

Elections of council members shall be held each year in August.

Election Committee: The duties of the committee shall be to supervise the election procedures, to identify nominees on the basis of the nominating procedures, to unseal and count the ballots, and declare elected representatives on the basis of the election procedures.

The following procedures shall be followed in nominating candidates and selecting/electing council members:

Teachers: The Administration shall notify teachers of vacancies on the School Site Council by the end of August. The Election Committee or designee will coordinate teacher requests and voting.

Parent/Guardians: Parents will be notified through a mailer of School Site Council vacancies. Parents will notify the Election Committee or designee of their interest and will be asked to submit a brief personal description explaining why they would like to run. Ballots will be prepared of nominees. On Back-to-School Night nominees will share their brief personal descriptions and reason for running at which time voting will take place.

Other School Personnel: The Administration shall notify other school personnel of vacancies on the School Site Council by the end of August. The Election Committee or designee will coordinate other school personnel requests and voting.

Students: The Administration shall notify students of vacancies on the School Site Council by the end of August. The Election Committee or designee will coordinate student requests and voting.

Each group (parents, students, teachers) may also select one alternate. The alternate is for information position is for information gathering only and has no vote.

SECTION 4: VOTING RIGHTS

Each member of the council shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. Absentee ballots shall not be permitted.

An alternate representative may not cast a vote in the absence of the selected member. The role of an alternate is for information collection only.

SECTION 5: TERMINATION OF MEMBERSHIP

A member shall no longer hold membership should he or she cease to be a resident of the school or no longer meets the membership requirements under which he or she was selected.

Membership shall automatically terminate for any member who is absent from all regular meetings for a period of 3 consecutive meetings.

The council, by an affirmative vote of two-thirds of all members, can suspend or expel a member.

SECTION 6: TRANSFER OF MEMBERSHIP

Membership on the council may not be assigned or transferred.

SECTION 7: RESIGNATION

Any selected council member may terminate his or her membership by submitting a written letter of resignation to the council chairperson.

SECTION 8: VACANCY

Any vacancy on the council that occurs during the term of a member shall be filled by:

- Seating of a previously elected alternate member to fill the remainder of the term of the vacant seat; or
- Appointment of a new member to fill remainder of the term (selected by the remaining peer group members, not the council as a whole); or

- An election of a new member by the appropriate representative group.

ARTICLE IV - OFFICERS

SECTION 1: OFFICERS

The officers of the council shall include a chairperson, vice-chairperson, secretary and any other officers the council shall deem as desirable.

SECTION 2: ELECTION OF OFFICERS AND TERMS OF OFFICE

The officers of the council shall be elected annually and shall serve a term for one year or until a successor has been elected.

Any member of the council, including the principal, may serve in any officer capacity.

SECTION 3: REMOVAL OF OFFICERS

Any officer may be removed from their office by two-thirds vote of all council members.

SECTION 4: VACANCY IN AN OFFICER POSITION

A vacancy in any office because of resignation, removal, disqualification, death or otherwise shall be filled for the remainder of the officer's term.

A vacancy in any office shall be filled by a special election of the council.

This special election will be included in the posted meeting agenda.

SECTION 5: OFFICER DUTIES

The Chairperson shall:

- Preside at all meetings of the council;
- Sign all letters, reports, and other communications of the council;
- Perform all duties incident to the office of the chairperson; and
- Assume other such duties as prescribed by the council.

The Vice-chairperson shall:

- Represent the chairperson or council in assigned duties; and
- Substitute for the chairperson in his or her absence.

The Secretary shall:

- Keep minutes of all regular and special meetings of the council;
- Promptly transmit to each of the council members and district representative true and correct copies of the minutes of such meetings;
- Provide all notices in accordance with the provisions of these bylaws;
- Serve as custodian of the school site council records;
- Maintain a register of the address, phone number and term of office of each council member;

- Maintain register of the chairpersons of other school advisory and subcommittee members, including addresses and phone numbers;
- Perform all duties incident to the office of secretary;
- Perform such duties that are assigned by the chairperson or the council; program; and/or;
- Draft position or plans for council review.

Annually, the school site council shall convene a professional development committee, composed of a majority of teachers, to determine the professional development activities included within the *Single Plan for Student Achievement*.

ARTICLE V: COMMITTEES

SECTION 1: STANDING AND SPECIAL COMMITTEES

The school site council may from time to time establish standing or special committees to perform various functions as prescribed by the council. All such committees will include representation from the various representative groups. All appointed individuals and committees serve at the pleasure of the council and are advisory to it. No standing or special committee may exercise the authority of the council. A standing committee may be abolished by a vote of the council.

The purpose of these committees is to:

- Complete specific assignments provided by the council;
- Gather and analyze data;
- Examine materials, staffing, or funding possibilities; and
- Propose to the council strategies for improving the instructional practices.

SECTION 2: STANDING AND SPECIAL COMMITTEE MEMBERSHIP

Unless otherwise determined by the council, the council chairperson shall appoint members of the standing or special committees. A vacancy on a standing or special committee shall be filled by appointment of the chairperson.

SECTION 3: STANDING AND SPECIAL COMMITTEE TERM OF OFFICE

The council shall determine the membership for all standing and special committees. This term should be communicated to the committee members at the beginning of their assignment.

SECTION 4: STANDING AND SPECIAL COMMITTEE RULES

Each standing and special committee will establish procedural rules that are consistent with the council's bylaws and the district governing board.

ARTICLE VI - MEETINGS OF THE SCHOOL SITE COUNCIL

SECTION 1:

The council shall hold its regular meetings to be determined each quarter.

Special meetings of the council may be called by the chairperson or by a majority vote of the council.

SECTION 2: PLACE OF MEETINGS

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility that is accessible to the public, including handicapped persons, is unavailable or does not meet health and safety codes. Alternate meeting place may be determined jointly by the school principal and chairperson.

The council shall hold its regular meetings at San Jacinto High School.

SECTION 3: NOTICE OF MEETINGS

Written notice of the meeting shall be posted at least 72 hours in advance of the meeting at the school site, or any other appropriate place that is accessible to the public. This written notice shall specify the date, time, and location of the meeting, and agenda describing each item of business to be discussed or acted upon. Any changes in the established date, time, or location of the meeting needs to be reflected in the agenda. The council shall not take any action on any item of business unless that item appears on the posted agenda or unless the council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

Questions or brief statements made at a meeting by members of the council, committee, or public that do not have a significant effect on pupils or employees in the school or school district or that can be resolved solely by the provision of information need not be described on an agenda as items of business.

All required notices shall be delivered to council and committee members no less 72 hours, and no more than 5 days in advance of the meeting, personally, by mail or by email.

SECTION 4: QUORUM

The presence of 51% of the council membership in attendance at the meeting will constitute a quorum. No decisions of the council shall be valid unless a quorum of the membership is present.

SECTION 5: CONDUCT OF MEETINGS

Meetings of the council shall be conducted in accordance with the rules of order established by Ed Code 35147 and the Robert's Rule of Order or an adaptation thereof approved by the council.

If a council violates any of the procedural meeting requirements found in Ed Code section 35147, and upon demand of any person, the council shall reconsider the item at its next meeting, after allowing for public input.

SECTION 6: MEETINGS OPEN TO THE PUBLIC

All meetings of the council and its appointed committees shall be open to the public. Any member of the public shall be able to address the council during the meeting on any item within the subject matter

jurisdiction of the council. Every agenda for regular meetings shall provide an opportunity for members of the public to directly address the school site council on any item or interest to the public, before or during the council consideration of that item.

Each meeting agenda will include a time for public comment. The school site council will provide opportunities for the public to comment on matters that are not on the agenda, but the council may not take action.

The minutes of the council meeting are public records and are available to the public.

Any materials provided to a school site council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act (Chapter 3.5(Commencing with Section 6250) of Division 7 of Title I).

SECTION 7: COMMUNICATION WITH THE LOCAL BOARD OF EDUCATION

The school site council shall implement the rules and regulations as defined in local board policy. A local board of education has the right to deny the content and related budget found in the school's *Single Plan for Student Achievement*.

SECTION 8: UNIFORM COMPLAINT PROCEDURES

Annually, the school site council shall participate in training about the district's uniform complaint procedures. This training will review procedures for filing a complaint. If any school site council member or member of the public believes that the school site council has taken action that is in violation of their legal authority, the individual or group may file a uniform complaint form with the district.

ARTICLE VII - BYLAW AMENDMENTS

An amendment of these bylaws may be made at any regular meeting of the council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be posted as part of the agenda and must be submitted to council members at least 5 days prior to the meeting at which the amendment is to be considered for adoption.

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 School 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.

10/7/19



2019-2020 SPSA Approval – Amended signature page

SAN JACINTO HIGH SCHOOL

Print Name

Julia Meneses

Print Name

Walter O Guzman

Print Name

Nicole D. Gray
Chairwoman

Print Name

Julie Wedel

Print Name

Elizabeth Castellanos

Print Name

Courtney Hall
Principal

Print Name

Print Name

[Signature]

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10/7/19



2019-2020 SPSA Approval – Amended signature page

SAN JACINTO HIGH SCHOOL

Print Name

Carla Bick

Print Name

F. K. DENANTZ

Print Name

Latrina Brown

Print Name

Brooke Allen

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Kristin Howard

Print Name

Danielle Powell

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R. Carmina Camacho

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Carla Bick

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R. K. Denantz

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Kristin Howard

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Danielle Powell

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R. Carmina Camacho