

Gunderson High School		Single Plan for Student Achievement (SPSA)		Mark Camilleri		
3 Year Plan: August 2017 - June 2020						
San Jose Unified School District						
Gunderson High School						
3 Year Plan: August 2017 - June 2020						
<p>The Single Plan for Student Achievement (SPSA) is an articulated plan of strategies and actions grounded in current student achievement data for a school that aims to further accelerate and improve student learning. This plan and its contents align directly to the school district's strategic plan. The school district's strategic plan is the set of strategies that the organization is using to ensure fidelity to both Board Policy 0210 (Equity Policy) and the Voluntary Integration Plan (VIP). Further, this plan and its contents conforms to all applicable state and federal law. Additional information, including how the SPSA aligns to the Local Control Accountability Plan (LCAP) can be found in Appendix A (footnote).</p> <p>For additional information about this plan, other inquiries about this school's program, and how you can become involved locally, please contact:</p>			About this School:			
			Grades Served:		9th-12th	
			Total Students:		1,098	
			Ethnic Breakdown:		White	16%
					Hispanic	59%
					Black	7%
					Other	18%
			Free lunch		45%	491
			Reduced lunch		15%	162
			Total FRPL		59%	653
EL		16%				
EO		45%	492			
Contact:	Mark Camilleri		Foster Youth			
Position:	Principal					
CDS Code2	43-69666-4330080		Special Education			
Telephone:	408-535-6340		13%			
Email:	mcamilleri@sjusd.org		142			
Address:	620 Gaundabert Ln. San Jose, CA 95136		Program Offerings			
California Dashboard : State Indicators by Site						
Performance Category (High to Low)						
Blue	Green	Yellow	Orange	Red		
Suspension Rate	English Learner Progress	Graduation Rate				
O	G	B				
* The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.						
<a href="https://www.caschooldashboard.org/#/Home">https://www.caschooldashboard.org/#/Home</a>						
PLAN SUMMARY						
Provides an overall theory of action statement for this school during the academic year.						
SAMPLE High School continues to be primarily focused on getting more students eligible for a four-year college. In						

addition, all staff at the school will continue to engage stakeholders in order to achieve the following goals.

**LANGUAGE ARTS:**

By June 2019, we will increase students meeting or exceeding standard in ELA SBAC by 5%.

By June 2019, we will increase our number of passing scores in AP Literature and AP Language by 10%.

**MATHEMATICS:**

By June 2019, the percentage of 11th graders in Algebra 2 meeting or exceeding standard will increase by 8%.

By June 2019, we will increase our number of passing scores by 10% in AP calculus and AP statistics.

**ENGLISH LANGUAGE LEARNERS:**

By June 2019, we will increase the overall 10th grade cohort receiving a C or better by 8%.

**UC/CSU A-G:**

By June 2019, we will increase the overall 10th grade cohort receiving a C or better by 8%.

By June 2019, we will increase our overall UC/CSU A-G eligible students by 5%.

**SCHOOL CLIMATE:**

By June 2019, suspensions will reduce by 15%.

**COLLEGE GOING  
CULTURE:**

By June 2019, we will increase the number of students applying to a college or university program by 10%.

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COMMUNITY ENGAGEMENT					
GUIDING QUESTIONS					
1. How have parents, community members, students, and other stakeholders been engaged and involved in developing, reviewing, and supporting the development of this Single Plan for Student Achievement (SPSA)?					
2. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the priorities and used by the school to inform the SPSA goal setting process?					
3. What changes, if any, were made in the SPSA prior to adoption as a result of written comments or other feedback received by the school/SSC through the school's engagement process?					
4. How will the involvement of these stakeholders support improved outcomes for pupils related to the school/district priorities?					
Describe the process that involved and engaged school and community stakeholders in the development of the SPSA. Include meeting dates and number of stakeholders attended.		Describe how school and community stakeholders will be involved in the implementation and review of SPSA strategies (plan/dates)			
<p>Students, teachers, parents, and administrators were represented in the SSC discussion and approved the fall 2018 SPSA. This was also brought to SELAC, and PTSA for feedback. Each department, as well as counseling and PRIDE team, developed their own goal for the school year. The administration and leadership team meet monthly to monitor progress toward the school goals. All stakeholders are involved the process of developing the SPSA, as well as monitoring progress toward goals. In addition to the title 1 meeting held in September, Title 1 programs and supports are discussed at SSC and SELAC meetings. Any parent may attend those meetings, which they were informed on an parent link all call, and marquis announcement.</p>		<p>This will occur throughout the year at monthly meetings. SSC, SELAC, and PTSA meet monthly. Our Leadership and Academic Counseling Teams also meet monthly. During these meetings, the groups review, discuss, and adjust goals as necessary.</p>			
Total number (#) of stakeholders took some action, e.g., survey, attended meeting, etc.:		40			
Total number (#) of stakeholders reached, e.g., sent information about SPSA:		1112			

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LANGUAGE ARTS: Strategic Plan Alignment & Content Goals								
Select one Opportunity21 strategy that is most closely aligned to the school's goals. The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).								
Objectives and Strategic Measures (Select One):								
Goal 1: By June 2019, we will increase students meeting or exceeding standard in ELA SBAC by 5%.								
Goal 2: By June 2019, we will increase our number of passing scores in AP Literature and AP Language by 10%.								
LANGUAGE ARTS DATA								
This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.								
2017-18 Language Arts: SBAC								
Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2016-17 % Standard Met & Exceeded	2015-16 % Standard Met & Exceeded
Grade 11							40%	46%
2018-19 Writing Performance Assessments (WPAs)								
Grade Level	9		10		11		12	
2018-19 % Students Proficient or Above: WPA1								
2018-19% Students Proficient or Above: WPA2								
2017-18 % Students Proficient or Above: Spring	43%		31%		27%		36%	
2016-17 % Students Proficient or Above: Spring	14%		32%		37%		28%	
LANGUAGE ARTS: Actions to Support & Achieve Goals								
This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.								
Action Description (Responsible Party)			Complete Date	Resource		Object	Amount	
5.4 Supplemental FTE for target students (district allocated): Based on								
1.4 Math intervention Based on student data: PBA; SBAC and AP Pa								
1.0 English Learner and Reading Intervention Based on student data								
2.6 English teachers to support far below/below Based on student da								
.4 academic counselor Based on student data: grades, credit assessm								
Based on student data: WPA, PBA; SBAC and AP Pass Rate; students will be provided targeted instruction to best meet their needs in ELA. Instructional materials, including novels and supplies to support equitable classroom instruction for target students. This activity will be evaluated using WPA, PBA; SBAC and AP Pass Rate data at the end of the year.			6/1/2019	Supplemental (Res 0010, Pgm 1		Books and Supplies	5,000.00	
Based on student data: WPA, PBA; SBAC and AP Pass Rate; students will be provided targeted instruction to best meet their needs in ELA. Travel and conferences for training around instructional design for delivery of content			6/1/2019	Supplemental (Res 0010, Pgm 1		Travel and Confs	5,000.00	
Based on student data: WPA, PBA; SBAC and AP Pass Rate; students will be provided targeted instruction to best meet their needs in xtra duty for planning, teaching and teacher collaboration to address the needs of target students based on professional development. This will support students in SAT PREP, AP and general education classes with educational supports for students who are not on grade level in any core content area.			6/1/2019	Supplemental (Res 0010, Pgm 1		Certificated Extra Duty	3,000.00	
Based on Writing Performance Assessment (WPA) data showing that less than 60% of our students are on grade level in writing and 60% of our 11th graders taking SBAC, were not meeting standards in ELA we will provide extra duty for planning, teaching and teacher collaboration to address the needs of target students based on professional development. This will support students in SAT PREP, AP and general education classes with educational supports for students who are not on grade level in any core content area. This activity will be evaluated using: WPA as well as performance on SAT/SBAC in ELA			6/1/2019	Title 1 Instruction (Res 3010, Pg		Certificated Extra Duty	10,000.00	
Based on Writing Performance Assessment (WPA) data showing that less than 60% of our students are on grade level in writing, we will provide professional development focus on writing, construction meaning and other strategies focus on writing. This purchase will be evaluated using 2018 WPA and observational data.			6/1/2019	Title 1 Instruction (Res 3010, Pg		Certificated Subs	5,000.00	
Based on Writing Performance Assessment (WPA) data showing that less than 60% of our students are on grade level in writing, we will provide books/novels and support materials for target students to have access to materials at home. This activity will be evaluated using: WPA as well as performance on SAT/SBAC in ELA.			6/1/2019	Title 1 Instruction (Res 3010, Pg		Books and Supplies	4,000.00	

[illegible]

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<b>MATHEMATICS: Strategic Plan Alignment &amp; Content Goals</b>								
<i>Select one Opportunity21 strategy that is most closely aligned to the school's goals.  The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).</i>								
<b>Objectives and Strategic Measures (Select One):</b>								
Goal 1:								
By June 2019, the percentage of 11th graders in Algebra 2 meeting or exceeding standard will increase by 8%.								
Goal 2:								
By June 2019, we will increase our number of passing scores by 10% in AP calculus and AP statistics.								
<b>MATHEMATICS DATA</b>								
Data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school.								
<b>2017-18 Mathematics: SBAC</b>								
Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2016-17 % Standard Met & Exceeded	2015-16 % Standard Met & Exceeded
Grade 11							17%	14%
<b>2018-19 Math Performance-Based Assessments (PBAs)</b>								
Math Course	Alg 1		Alg 2		Geometry			
2018-19 % Students At/Above Expectation: PBA 1								
2018-19 % Students At/Above Expectation: PBA 2								
2017-18 % Students At/Above Expectation: Spring	0%		15%		10%			
2016-17 % Students At/Above Expectation: Spring	16%		8%		13%			
<b>MATHEMATICS: Actions to Support &amp; Achieve Goals</b>								
<i>This action plan should be grounded in goals and data identified above, including a cycle of inquiry.</i>								
<b>Action Description (Responsible Party)</b>		<b>Completion Date</b>		<b>Resource</b>		<b>Object</b>		<b>Amount</b>
Math Intervention 1.4:Based on student data: PBA; SBAC and AP Pass Rate; students will be provided targeted instruction to best meet their needs in core content areas. These staffing allocations will be reviewed at the end of the school year, based on student data, to determine if student growth was demonstrated.				Supplemental (Res 0010, P				
Embed PBA-like questions into daily lessons (Math Department)								
Based on Performance Based Assessments (PBA) in Math data showing that less than 15% of our students are on grade level in Mathematics and 78 % of our 11th graders taking SBAC, were not meeting standards in Math we will provide substitutes to release teachers for PD or collaboration for instructional planning that is focus on core instruction. This activity will be evaluated using: WPA as well as performance on SAT/SBAC in Math.		6/1/2019		Title 1 Instruction (Res 301		Certificated Subs		5,000.00
Based on Performance Based Assessments (PBA) in Math data showing that less than 15% of our students are on grade level in Mathematics and 78 % of our 11th graders taking SBAC, were not meeting standards in Math we will provide extra duty for planning, teaching and teacher collaboration to address the needs of target students from professional development training. This will support students in SAT PREP, AP and general education classes with educational supports for students who are not on grade level in any core content area. This activity will be evaluated using: WPA as well as performance on SAT/SBAC in Math.		6/1/2019		Title 1 Instruction (Res 301		Certificated Extra Duty		5,000.00
Based on PBA in Math data showing less than 15% of our student are on grade level in Math and 78% of our 11th graders taking SBAC were not meeting standards in Math we will provide additional materials/texts/consumables for math to targeted students. This activity will be evaluated using: PBA as well as performance on SAT/SBAC in Math		6/1/2019		Title 1 Instruction (Res 301		Books and Supplies		5,000.00

[illegible]

ENGLISH LEARNERS: Strategic Plan Alignment & Content Goals				
Select one Opportunity21 strategy that is most closely aligned to the school's goals. The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).				

Objectives and Strategic Measures (Select One):	
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Goal 1:	By June 2019, we will increase the overall 10th grade cohort receiving a C or better by 8%.
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Goal 2:	
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ENGLISH LEARNER DATA				
This data provides the most recent information about this school's student performance. For information on CELDT, including AMAOs, see the Appendix tab.				

2018-19 English Learner Enrollment				
Grade Level	9	10	11	12
Number (#) of EL students	53	44	44	30

2017-18 CELDT Performance Levels by Grade				
Proficiency Level	9	10	11	12
Beginning - % Students				
Early Intermediate - % Students				
Intermediate - % Students				
Early Advanced - % Students				
Advanced - % Students				

2017-18 ELPAC Performance Levels by Grade				
Proficiency Level	9	10	11	12
Level 1				
Level 2				
Level 3				
Level 4				

Reclassification Rates				
2018-19				
Grade Level	9	10	11	12
% Students				
2017-18				
Grade Level	9	10	11	12
% Students	0%	0%	0%	0%
2016-17				
Grade Level	9	10	11	12
% Students	14%	6%	7%	11%

CELDT/ELPAC: 3 Year No Performance Level Growth				
Grade Level	9	10	11	12
Number of Students				
% Students				

ENGLISH LEARNERS: Actions to Support & Achieve Goals				
This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.				

Action Description (Responsible Party)	Complete Date	Resource	Object	Amount
GLC with native English and non-native english speakers to work on oral fluency in ELD room				
Based on our Climate survey and parent feedback a bilingual academic counselor will prepare monthly presentations on relevant academic matters, e.g. College and Careers, Scheduling, Financial Aid applications, etc. These activities will be evaluated using: parent attendance, feedback, and climate survey.				
Based on Writing Performance Assessment (WPA) data showing that less than 60% of our students are on grade level in writing, we will provide travel and conferences for training around instructional design for content. The activity will be monitored by student data at the end of the school year.	6/1/2019	Supplemental (Res 0010, Pgm 10)	Travel and Confs	2,000.00
Based on Writing Performance Assessment (WPA) data showing that less than 60% of our students are on grade level in writing and 60% of our 11th graders taking SBAC, were not meeting standards in ELA we will provide class set of chromebooks for classroom use for targeted ELL students- 35 chromebooks and charging carts. This activity will be monitored by the same student data points looking at student growth and achievement.s	6/1/2019	Supplemental (Res 0010, Pgm 10)	Books and Supplies	15,000



[illegible]

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UC/CSU A-G: Strategic Plan Alignment & Content Goals						
Select one Opportunity21 strategy that is most closely aligned to the school's goals. The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).						
Objectives and Strategic Measures (Select One):						
Goal 1:	By June 2019, we will increase the overall 10th grade cohort receiving a C or better by 8%.					
Goal 2:	By June 2019, we will increase our overall UC/CSU A-G eligible students by 5%.					
UC/CSU A-G DATA						
This data provides the most recent information about this school's student performance.						
9TH GRADE COHORT GRADES (C OR BETTER) Semester 1, SY 2018-19 *						
Course	All		White		Hispanic	
English						
Math						
Science						
9TH GRADE COHORT GRADES (C OR BETTER) Semester 2, SY 2018-19 *						
Course	All		White		Hispanic	
English						
Math						
Science						
UC A-G RATE Semester 1, SY 2018-19						
Students	9	10	11	12		
All						
White						
Hispanic						
Black						
CSU A-G RATE Semester 1, SY 2018-19						
Students	9	10	11	12		
All						
White						
Hispanic						
Black						
UC A-G RATE Semester 2, SY 2017-18						
Students	9	10	11	12		
All	40%	23%	31%	32%		
White	67%	26%	42%	48%		
Hispanic	28%	16%	18%	22%		
Black	30%	21%	45%	16%		
CSU A-G RATE Semester 2, SY 2017-18						
Students	9	10	11	12		
All	56%	33%	34%	35%		
White	79%	42%	42%	55%		
Hispanic	46%	26%	21%	25%		
Black	50%	29%	45%	21%		
* Calculated using A-G eligible courses in E/LA, mathematics, and science where course grades of A-C were earned.						
UC/CSU A-G: Actions to Support & Achieve Goals						
This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.						
Action Description (Responsible Party)	Complete Date	Resource	Object	Amount		

[illegible]

[illegible]

## CLIMATE: Strategic Plan Alignment & Content Goals

Select one Opportunity21 strategy that is most closely aligned to the school's goals

*Select one Opportunity21 strategy that is most closely aligned to the school's goals.*  
*The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).*

[illegible]

Goal 1:	By June 2019, suspensions will reduce by 15%.
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Goal 2:

## CLIMATE GOAL

*This data provides the most recent information about this school's student performance.*

2016-17 CLIMATE SURVEY RESULTS: Students				
Climate Survey Constructs	9	10	11	12
Safe Environment - % High	56%	51%	54%	57%
Quality Learning Environment - % High	22%	14%	9%	9%
Sense of Belonging - % High	20%	22%	18%	23%
Academic Behaviors- % High	30%	22%	24%	28%
Academic Perseverance- % High	21%	24%	24%	27%

## 2017-18 Parent Involvement

Always / Most of the time

I am invited to participate in decisions that affect the school community	<div> <div></div> <div>Always / most of the time</div> </div> <div> <div></div> <div>68%</div> </div>
---	---

I participate in decisions that improve school achievement.	14%
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	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel welcome when I visit my child's school.				84%

\* Parents take this survey for the youngest SJUSD student in the family

## 2016-17 Parent Involvement

**Always / Most of the time**

I am invited to participate in decisions that affect the school community.	45%
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I participate in decisions that improve school achievement.	15%
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[illegible]

\* Parents take this survey for the youngest SJUSD student in the family

## 2018-19 SUSPENSIONS AND EXPULSIONS

Grade Level	9	10	11	12
Suspension - Overall #				
Suspension - Hispanic Students As # Overall				
Expulsion - Overall #				
Expulsion - Hispanic Students As # Overall				

## CLIMATE: Actions to Support &amp; Achieve Goals

*This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.*

[illegible]

[illegible]

Gunderson High School		Single Plan for Student Achievement (SPSA)			Mark Camilleri	
3 Year Plan: August 2017 - June 2020						
COLLEGE GOING CULTURE: Strategic Plan Alignment & Content Goals						
<i>Select one Opportunity21 strategy that is most closely aligned to the school's goals.  The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).</i>						
Objectives and Strategic Measures (Select One):						
Goal 1:						
By June 2019, we will increase the number of students applying to a college or university program by 10%.						
Goal 2:						
COLLEGE GOING CULTURE DATA						
This data provides the most recent information about this school's student performance.						
AP (3 or better) / IB (HL, 4 or better) Participation and Performance						
Students	Participation Target SY 2018-19	Performance SY 2018-19	Participation SY 2018-19	Performance SY 2017-18	Participation SY 2017-18	
All						
White						
Hispanic						
Black						
* Participation is calculated using all enrolled AP/IB students against all students enrolled schoolwide. Performance is calculated using all students with a passing result against all AP/IB enrolled students.						
2018-19 SAT Day (11th Grade)						
		EBRW 480 or above	Math 530 or above	EBRW 480 or above & Math 530 or above		
Students	Participation	Performance	Performance	Performance		
All						
White						
Hispanic						
Black						
*Note the metrics are for College and Career SAT Benchmarks as of Mar 6, 2019 (SAT Day)						
2017-18 SAT Day (11th Grade)						
		EBRW 480 or above	Math 530 or above	EBRW 480 or above & Math 530 or above		
Students	Participation	Performance	Performance	Performance		
All	74%	59%	29%	29%		
White	10%	11%	6%	6%		
Hispanic	42%	25%	10%	10%		
Black	7%	7%	4%	4%		
*Note the metrics are for students meeting the College and Career SAT Benchmarks as of Mar 7, 2018 (SAT Day)						
FAFSA Completion SY 2018-19						
Students	Complete					
Applications Complete as of June 2018						
CLIMATE: Actions to Support & Achieve Goals						
This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.						
Action Description (Responsible Party)		Complete Date	Resource	Object	Amount	
Educational field trips		6/1/2019	Supplemental (Res 0010, Pgm 100)	Travel and Confs	6,000.00	
Based on our WPA (less than 60% are on grade level) , PBA (over 75% are not on grade level), and AP Pass Rate (average pass rate of 20%) data all which need significant improvement we will provide AP Academy to support target students: This activity will be evaluated using: WPA as well as performance on SAT/SBAC in ELA & Math, PBA, and AP Pass Rates.		6/1/2019	Title 1 Instruction (Res 3010, Pgm 100)	Certificated Extra Duty	6,000.00	

[illegible]



Monitoring (district inserted)				

[illegible]

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3 Year Plan: August 2017 - June 2020						
AVAILABLE BUDGET						
The dollar amounts below are the resources available to be allocated at your school site.						
Gunderson High School						
Resource Name		Resource #	Program #	Budget	Planned For	Available
Site Flex (Res 0002, Pgm 100)		0002	100	54,779	0	54,779
Supplemental (Res 0010, Pgm 100)		0010	100	71,902	71,902	0
Title 1 Instruction (Res 3010, Pgm 100)		3010	100	124,120	124,120	0
Title 1 Parent Involvement (Res 3010, Pgm 025)		3010	100	2,529	2,529	0

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SCHOOL SITE COUNCIL (SSC) MEMBERS																											
<p><i>The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A secondary school must have at least 12 members on their SSC. Parent or guardian can not be employed at the school site. For additional information, including examples, see Appendix A.</i></p>																											
<table border="1"> <tr> <th colspan="2">School Site Council (SSC) Officers</th> </tr> <tr> <td>Sylvia Dyal</td> <td>Chair</td> </tr> <tr> <td>Lindsey Porlier</td> <td>Co-Chair</td> </tr> <tr> <td>Jaylen Potter</td> <td>Secretary</td> </tr> </table>							School Site Council (SSC) Officers		Sylvia Dyal	Chair	Lindsey Porlier	Co-Chair	Jaylen Potter	Secretary													
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Sylvia Dyal	Chair																										
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SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)																											
<p><i>shall establish a school-level advisory committee. Parents or guardians, or both, of ELL students who are not employed by the school district shall constitute</i></p>																											
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<p>(If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. Giving</p>																											
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<p>The SELAC has voted to give governance to the SSC on this date:</p>																											
<p>The name of the parent SELAC representative to the SSC is:</p>																											
Council Size	Principal	Classroom Teachers	Other School Personnel	Parent/ Community Members	Students																						
12	1	4	1	3	3																						
16	1	5	2	4	4																						
<p>The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. 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. The smallest size of an elementary council consists of 10 members</p>																											

Gunderson High School		<b>Single Plan for Student Achievement (SPSA)</b>		Mark Camilleri	
3 Year Plan: August 2017 - June 2020					
<b>SCHOOL SITE COUNCIL (SSC)</b>					
<b>RECOMMENDATIONS AND ASSURANCES</b>					
School:	Gunderson High School				
School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:					
<p>1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.</p> <p>2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.</p> <p>3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)</p>					
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">English Learner Advisory Committee</div>					
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Other (list)</div>					
<p>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 board policies and in the LEA Plan.</p> <p>5. This plan 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.</p>					
6. This plan was adopted by the School Site Council at a public meeting on:					9/10/2018
Attested:					
School Principal Name	Signature of School Principal			Date	
SSC Chairperson Name	Signature of SSC Chairperson			Date	

Gunderson High School	<b>Single Plan for Student Achievement (SPSA)</b>			Mark Camilleri	
3 Year Plan: August 2017 - June 2020					
<a href="#">Additional Data &amp; Reports can be found at the SJUSD Data Warehouse wiki.</a>					



**[6] From the SJUSD 06-22-3 Special Session Board Meeting**

San José Unified is renewing its commitments to the district's community through an updated strategic plan. The district's updated vision, strategic plan, and strategic measures are included as part of the 203-2020 local control and accountability plan (LCAP) and budget, all of which are accessible at: <https://sjusd.box.com/v/203-2018-LCAP-Budget>  
Education Code 52062(b)(2) requires that a governing board of a school district shall adopt a local control and accountability plan or annual update to the local control and accountability plan in a public meeting. This meeting shall be the same meeting as that during which the governing board of the school district adopts a budget pursuant to Section 42127(a)(2).

Further, Education Code 42127(a)(2) requires that the governing board of each school district shall adopt a budget. Not later than five days after that adoption or by July 1, whichever occurs first, the governing board of the school district shall file that budget with the county superintendent of schools. The budget and supporting data shall be maintained and made available for public review. For the 2014-2015 fiscal year and each fiscal year thereafter, the governing board of the school district shall not adopt a budget before the governing board of the school district adopts a local control and accountability plan, if an existing local control and accountability plan or annual update to a local control and accountability plan is not effective for the budget year. As described and detailed in the budget document, San José Unified is submitting a qualified budget for the 203-2020 fiscal years as changes will be necessary in order for the district to meet its financial obligations in the 2019-2020 school year.



