



# Riverside Unified School District Single Plan for Student Achievement



**CDS#:** 33      67215      3336492  
County      District      School (7 digit #)

**School:** Ramona High School

**Year:** 2010-11

**School Address:**

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Street Address

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City, State Zip

**Date Approved by SSC:** January 25, 2011

**Date Approved by Board of Education:** March 7, 2011

**Please check each box that applies to your school:**

- Non Title I
- Title I School
- TI Program Improvement Year - 1  2  3  4  5

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## Mission/Vision & Districtwide Agreement

**RUSD Mission:** The mission of the Riverside Unified School District is to educate a community of lifelong learners prepared for the demands of the 21<sup>st</sup> century by forging a partnership with the community through which diversity is valued, limits are challenged, and excellence is rewarded.

### School Mission, Vision & Collective Commitments

**Date of Revision:** 11/01/2010

**MISSION** (What is the purpose of our daily work?):

Our mission is to prepare students to continue to learn, to contribute to the community, and to function as responsible members of society by challenging them to explore academics, vocations, cultures, and the arts, and to set personal goals for today and tomorrow.

**VISION** (Where do we want to be/what do we want to become in the future?):

At Ramona High School, we are committed to providing a safe and respectful learning environment, while educating the whole student academically, socially, and emotionally, with high expectations for all.

**COLLECTIVE COMMITMENTS** (What will all stakeholders commit to in the pursuit of our mission and vision?):

Ramona High School's Collective Commitments are to provide researched based instructional strategies in the classroom through differentiated instruction and high yield engagement strategies. We believe that all students can learn, achieve proficiency, and excel in a standards based educational program.

## Analysis of Current Instructional Program

### Standards, Assessment and Accountability

#### **Describe how you use state and local assessments to modify instruction and improve student achievement.**

- State, district, and school site assessments are used in conjunction with DataDirector to analyze and improve student achievement. Teachers and administrators discuss the data during early release days, staff and department meetings.
- In addition, administrators use data collected from classroom walkthroughs and formal observations to monitor and analyze classroom instruction. The data compiled from these visits are then shared with staff members on a routine basis.

#### **Describe how you use data to monitor student progress on curriculum-embedded assessments and to modify instruction.**

- District wide assessments are given across the core areas. The teachers review the results with the students and content teachers to determine student progress and areas of needs.
- After the district wide assessments are given and scored, Data Analysis Protocols are filled out for each content area, which includes data collection, analysis, targeted concepts that are in need of re-teaching, strategies for re-teaching, next steps for the teachers and department.

### Staffing and Professional Development

#### **What percentage of teachers and paraprofessionals are NCLB compliant?**

98.48% Teachers / 100% Paraprofessionals

#### **Describe the leadership strategies used to increase the probability that highly qualified and effective teachers remain at your school.**

- In addition to administrative support for the BTSA program for new teachers, Ramona administration conducts site-based meetings for new teachers.
- Ramona's administration provides information and encourages teachers to participate in district-sponsored NCLB requirement workshops.
- Ramona participates in the CTEI student teacher program in conjunction with the University of California, Riverside.

#### **Describe how staff development is aligned to content standards, assessment of student performance and professional development needs.**

- SFS and ELL teachers will receive pullout days for training, collaboration, and data review during the school year.
- Ninth and Tenth grade English teachers receive monthly pull out days for training, collaboration and data review.
- Core teachers are given opportunities to participate in Classroom Walkthroughs which looks at standards, engagement, and checking for understanding strategies used in the classroom.
- DataDirector, Aeries, ABI, Marzano Strategies, and ELL strategies training will be provided or offered to all teachers throughout the year.

#### **Describe how you will provide ongoing instructional assistance and support for teachers (e.g., use of instructional coaches and staff development specialists).**

- We have two instructional coaches that provide ongoing assistance to teachers throughout the year. Support could include the areas of instruction, intervention, and curriculum.
- The classroom walkthrough forms also provide on-going feedback on instruction.

**Describe your teacher collaboration process by grade level or department.**

- We have weekly collaboration time that provides time for teacher collaboration by department and course groups.
- Additionally, timecard hours are offered to departments to collaborate regarding student data and action plans.
- We have “pull-out” days for Algebra, 9th ELA, 10th ELA, SFS, and ELL teachers. They will have time to collaborate, plan, and review student data.

**Teaching and Learning**

**Describe how you ensure that all standards-based instructional materials are available to all students.**

- Ramona provides students with standards-aligned core textbooks and instructional materials. The school librarian ensures that all students have the textbooks checked out to them.

**Describe how curriculum, instruction and materials are aligned to content and performance standards.**

- Pacing guides have been developed for all core areas. Pacing guides are aligned to the standards and district assessments.
- District assessments are standards based and provide results on student attainment of standards by individuals, classes, teachers, and overall school data.

**Opportunity for Equal Educational Access**

**Describe the services that are provided by the base program that enable underperforming students to meet standards.**

- School-wide implementation of high yield researched based strategies (word walls, think/pair/share, graphic organizers, academic vocabulary, etc.).
- CAHSEE workshops and Strategic classes are built within the master schedule in the school day.

**Describe the research-based educational practices that are used to raise student achievement.**

- Teachers have been trained on how to implement Marzano’s High Yield strategies, Checking for Understanding Strategies, and SIOP/ELL strategies.

**Describe the transition strategies that are used to assist students entering Kindergarten/7<sup>th</sup>/9<sup>th</sup> grade.**

- Ramona has an incoming 9th grade parent night that occurs during the student’s 8th grade year. The parents and students are invited to attend Ramona for an evening of information, tours, and a performing arts show. Students can learn about the academic, athletic, and extra-curricular programs offered at Ramona.
- Counselors also go to the middle school to register students for their upcoming 9th grade year. At that time, they give the students information about Ramona.

**Involvement**

**Describe the strategies and services used to increase parental involvement/education that will support students in becoming proficient in grade level standards.**

In support of increasing parental involvement, Ramona promotes the following family-orientated opportunities:

- Bi-annual Parent/Teacher conferences give teachers the opportunity to discuss student grades and achievement data (translators are provided for Spanish-speaking families)
- Parents are able to access information regarding programs, resources, and information via the Ramona High School website
- The Guidance department sponsored parent nights focus on District/A-G requirements, post-secondary information, and student/parent support services
- Ramona High School invites parents to attend SSC and ELAC meetings where administration shares information and discuss ways to support and encourage student achievement.

**Describe the involvement of parents, community representatives, classroom teachers, other school personnel and students (in secondary schools) in the planning, implementation and evaluation of the Single Plan for Student Achievement.**

- School CST, AYP, and API results were reviewed with the staff. Departments met and reviewed the department goals and school action plan. The verification of previous goals, new goals and new budgets were taken to ELAC to advise and then to School Site Council for advise and approval. ELAC and SSC are made up of parents, students, and staff.

**Funding**

**Briefly describe the services that will be provided by categorical funds that enable underperforming students to meet content standards (Details are provided in Action Plans).**

- Categorical funds pay for 2 full time Instructional Coaches and 1 translator that help support teachers and students.
- Professional development, instructional supplies, tutors, and a variety of other resources are paid for out of categorical funds.

## Ongoing Evaluation Reporting

**Describe how staff and School Site Council use data from the California Standards Tests (CSTs), the Academic Performance Index (API), and the Adequate Yearly Progress (AYP) index to evaluate schoolwide and subgroup academic achievement.**

Throughout the 2010-2011 school year, the staff and School Site Council will receive in-depths updates and information regarding:

- Student Achievement
- Assessment results and updates
- Disaggregated student achievement data as available in the areas of: RUSD district assessments, CST, CAHSEE, CELDT.

**Describe how staff and School Site Council will evaluate the effectiveness of your plan on an ongoing basis.**

State, district, and school site assessments in conjunction with DATA Director are used to analyze and improve student achievement. In addition, administrators will use walk through observation forms to monitor and analyze classroom instruction based on engagement and checking for understanding strategies. The data gathered from the various assessments will be evaluated and shared with the staff and School Site Council.

**Describe how individual student assessment results will be shared with parents.**

During the course of the 2010-2011 school year, Ramona High School will provide the following opportunities to share individual student assessment results:

- Bi-annual Parent/Teacher conferences
- Guidance department sponsored parent nights

**English Language Arts**

<b>SMART Goals and Action Plan for Improved Performance</b>	<b>Verification of SMART goals</b>				
<b>SMART Goals</b> (Specific, Measurable, Achievable, Results Oriented, Time Bound)	<b>Date:</b> <b>(To be completed in the Fall of 2011)</b>				
	<b>Schoolwide</b>	<b>English Learners</b>	<b>Special Education</b>	<b>Other Low SES</b>	<b>Other Redesignated</b>
<b>Grade level/course: 9th grade/Adv. Intro to Lit</b> <b>SMART Goal:</b> By June 2011, the percentage of students scoring Proficient or Advanced on the CST in English Language Arts will increase from 58% to 67%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
<b>Grade level/course: 10th grade/Adv. World Lit.</b> <b>SMART Goal:</b> By June 2011, the percentage of students scoring Proficient or Advanced on the CST in English Language Arts will increase from 47% to 54%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
<b>Grade level/course: 11th grade/Adv. American Lit</b> <b>SMART Goal:</b> By June 2011, the percentage of students scoring Proficient or Advanced on the CST in English Language Arts will increase from 44% to 51%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[X] Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[X] Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
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[X] Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
<b>How will progress during the year be monitored?</b> <ul style="list-style-type: none"> <li>• Quarter Assessments/Common Assessments</li> <li>• Data Protocol Meetings to fill our data protocol sheet. Analyze data to look at standards attainment and re-teaching.</li> <li>• Grades will be updated every 2-4 weeks in ABI.</li> <li>• Discussion and analysis of data (CSTs, common assessments, district assessments) for instruction of standards.</li> <li>• ELL Monitoring forms for English Learners.</li> <li>• ELL and SFS Pullout Days that allow for student conferences and teacher collaboration regarding student data.</li> <li>• Continuing grade level collaboration.</li> <li>• Holt textbook assessments.</li> <li>• CST Released Items for monitoring and instruction.</li> </ul>					

**Action Plan for English Language Arts**

<p align="center"><b>Actions to be Taken to Reach These Goals</b></p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data                      ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center"><b>Start and Completion Dates</b></p>	<p align="center"><b>Proposed Expenditures</b></p>	<p align="center"><b>Estimated Cost</b></p>	<p align="center"><b>Funding Sources</b></p>
<p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Teachers will use a variety of equity systems for checking for understanding (ex. Cards, sticks, dice, spinners, etc).</li> <li>• Teachers will use vocabulary enhancements such as word walls, sentence frames, word walls, and other academic vocabulary support.</li> <li>• Usage of non-linguistic/visual representation for both EL and SFS students as well as general student population (ex. Graphic organizers)</li> <li>• Teachers will incorporate researched based strategies into their lessons, including Marzano and ELL/SIOP Strategies to support all students.</li> <li>• Teachers will use engagement strategies, such as think/pair/share, cooperative groups, and a variety of other strategies.</li> <li>• All teachers use common white board configurations to provide structure and consistency for students.</li> <li>• All teachers will post a daily 2-part objective for students. • Classroom Walkthrough data will provide feedback to teachers and departments regarding the consistent use of instructional strategies.</li> <li>• Use of Cornell/combination note taking.</li> <li>• Timers will be used in the classroom as an instructional tool.</li> </ul>	<p>Ongoing throughout 2010-2011</p>	<p>Instructional Supplies (white boards, markers, sentence strips, chart paper, paper, etc). Research based instructional strategies books/materials. Timers.</p>	<p>Instructional Supplies and support materials = amount varies</p>	<p>EIA/SCE, EIA/LEP</p>

**Action Plan for English Language Arts**

<p align="center"><b>Actions to be Taken to Reach These Goals</b></p> <ul style="list-style-type: none"> <li>✓ Based on results of Academic Program Survey and Student Achievement Data</li> <li>✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</li> </ul>	<p align="center"><b>Start and Completion Dates</b></p>	<p align="center"><b>Proposed Expenditures</b></p>	<p align="center"><b>Estimated Cost</b></p>	<p align="center"><b>Funding Sources</b></p>
<p><b>CURRICULUM AND INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>• Teachers will post grades every 2-4 weeks</li> <li>• Core departments and non-core departments are given collaboration time, common assessment time, observation time and/or timeline/pacing coordination time.</li> <li>• SFS program implemented to support Special Education students. Increase communication between SFS caseworker and core SFS teachers.</li> <li>• More sheltered classes with designated EL teachers to support EL students.</li> <li>• Common district assessments given in core subjects for most courses.</li> <li>• Students will be recognized throughout the year to support achievements, grades, and attendance. Recognition will be through rallies, t-shirts, certificates, pizza, raffle prizes, incentives, and other various rewards.</li> <li>• Students may attend field trips to support standards based curriculum, school culture, school recognition, and post-secondary options.</li> <li>• Common objectives and common warm-ups (DoNows).</li> <li>• Tenth grade common CAHSEE warm-ups (Priority English).</li> <li>• Ninth and Tenth grade Strategic classes available to support struggling students in reading/writing.</li> <li>• Additional support materials will be available such as Step-up to Writing</li> <li>• Data reports from DataDirector will be available to teachers through "Data Binders"</li> <li>• Key Data Systems will also provide in depth data analysis for staff.</li> <li>• Various classroom supplies will be given to the teachers and students to support student achievement, such as spiral notebooks, flipchart paper, highlighters, index cards, etc.</li> <li>• Read 180 curriculum is used for Intensive students in a two period block class.</li> <li>• Common planning time will be used to collaborate and develop common lessons, formative and summative assessments.</li> <li>• All staff will be a part of the WASC focus on learning plan. The FOL will include all components of our School Plan.</li> <li>• There will be a school wide focus on academic vocabulary development.</li> <li>• AP Ambassadors available for tutoring afterschool for all Honors and AP classes.</li> </ul>	<p>Grades posted every 2-4 weeks, tutoring available specific times during the week, district assessments given quarterly or at the semester, if dates are not specified, then it is ongoing throughout 2010-2011.</p>	<p>Instructional and Curriculum Supplies, Intervention materials, teachers paid for tutoring, and collaboration and observation time. Instructional Coaches salaries. Rewards, incentives, and food (ex. t-shirts, pins, pizza, raffle prizes, etc.). New library books. Field trip costs. Key Data System Contract.</p>	<p>Teacher tutoring pay approx. \$33 per hour. Teacher collaboration pay approx. \$33 per hour. Daily sub rate = \$113. Supplies = amount varies. Instructional Coaches' salaries. Rewards/incentive costs vary. Field trip costs vary. Key Data Contract approx. \$2000.</p>	<p>EIA/SCE, EIA/LEP</p>

**Action Plan for English Language Arts**

<p align="center"><b>Actions to be Taken to Reach These Goals</b></p> <ul style="list-style-type: none"> <li>✓ Based on results of Academic Program Survey and Student Achievement Data</li> <li>✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</li> </ul>	<p align="center"><b>Start and Completion Dates</b></p>	<p align="center"><b>Proposed Expenditures</b></p>	<p align="center"><b>Estimated Cost</b></p>	<p align="center"><b>Funding Sources</b></p>
<p><b>PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• SFS and ELL teachers will receive "pull-out" days for training, collaboration, and data review during the school year. The teachers will be provided a sub, so all ELL or SFS teachers can meet together and collaborate on the designated dates.</li> <li>• Ninth and Tenth grade ELA teachers and Algebra teachers will also have "pull-out" dates for collaboration and data review.</li> </ul> <p>* In addition to the pull-out days, after school trainings will be provided and teachers will be compensated with timecard hours.</p> <ul style="list-style-type: none"> <li>• Core teachers are given opportunities to participate in the Classroom Walkthrough with Administrators. Administrators and Coaches frequently walk through classrooms and use the Classroom Walkthrough Form to provide feedback to the departments.</li> <li>• Teachers that do not have their CLAD or similar certification will participate in CTEL training this year.</li> <li>• Data Director, Aeries Browser Interface (ABI), Marzano Strategies, SIOP Strategies and Academic Vocabulary training will be provided or offered to all teachers throughout the year.</li> <li>• Instructional Coaches are available to provide assistance to all core teachers who need additional support. The coaches provide training, feedback, and instructional assistance for teachers.</li> <li>• All staff can participate in conferences, trainings, and/or workshops that reinforce instructional strategies, curriculum development, college/career awareness and interventions (in an effort to support school-wide expectations and consistency, this includes non-core teachers).</li> </ul> <p>* Professional development materials will be available to teachers that need additional support (such as Marzano books).</p>	<p>SFS, EL, ELA and Math pull out dates will be on various dates in 2010-2011. CWTs are done throughout the year. Coaches are available throughout the year. Other trainings are on-going and will be provided as teachers need the training.</p>	<p>Materials for trainings (paper, ink/toner, training books/supplementary material), Subs needed, and collaboration/training pay. Instructional Coaches' salaries. Conferences, workshops, and travel fee.</p>	<p>Teacher tutoring pay approx. \$33 per hour. Teacher collaboration pay approx. \$33 per hour. Daily sub rate = \$113. Instructional Coaches' salaries. Conference fees vary.</p>	<p>EIA/SCE, EIA/LEP</p>
<p><b>USE OF TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>• Teachers will incorporate the use of technology to make curriculum engaging and more accessible to students through the use of promethean boards, smart boards, document viewers, voting devices, tablet PC, flipcharts, whiteboards, and/or supplementary materials available on-line.</li> <li>• Library lessons and support for research standards. Research data base provided in library for student use.</li> </ul>	<p>Ongoing throughout 2010-2011</p>	<p>Technology equipment, bulbs, replacement equipment and maintenance, software, and software subscriptions.</p>	<p>Costs will vary depending on needs.</p>	<p>EIA/SCE, EIA/LEP</p>

**Action Plan for English Language Arts**

<b>Actions to be Taken to Reach These Goals</b> ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	<b>Start and Completion Dates</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>
<b>PARENTAL INVOLVEMENT</b> <ul style="list-style-type: none"> <li>• Parent/Teacher conferences are held twice a year in the evening. Teachers bring printouts of grades and meet with parents for individual 5 minute conferences.</li> <li>* Parents are also trained on the parent portal during parent conferences and sent information in the mail and via the web site on how to use the portal.</li> <li>• A translator is available for teachers to communicate with Spanish speaking parents and for parents to call the school.</li> <li>• Counselors meet with at-risk students with their parents to discuss graduation plans, goals, alternative education, plan for getting caught up, post-secondary options, etc. Additionally, counselors and the guidance office put on parent nights, such as financial aid workshops, incoming 9th grade parent night, etc. to inform parents about a variety of information that will help students succeed.</li> </ul>	Parent/teacher conferences are on 11/4/10 and 3/10/11, and a translator is available throughout the year. Others dates are throughout 10-11.	Costs to include paper, toner, translator's salary. Parent night materials, technology to support communication, timecard hours for counselors and support staff.	Translator Salary at approx \$32,000. Timecard hours, materials, and technology costs vary.	EIA/SCE, EIA/LEP
<b>Interventions specifically for underperforming students:</b> <ul style="list-style-type: none"> <li>• ELL Monitoring forms for all English Learners</li> <li>• ELL and SFS Pullout Days that allow for student conferences and teacher collaboration regarding student data.</li> <li>• High Yield Researched based strategies will be implemented (word walls, think/pair/share, graphic organizers, etc).</li> <li>• Strategic classes for at risk 9th and 10th graders.</li> <li>• Lesson Plans for Language Development (Holt Materials).</li> <li>• Frontloading Information/Anticipation Guides.</li> <li>• Heterogeneous Cooperative groups.</li> <li>• Vocabulary Mapping.</li> <li>• CAHSEE support classes.</li> <li>• ELD for EL students.</li> <li>• Intensive Read 180 classes.</li> <li>• CAHSEE warm ups in 10th grade classes</li> <li>• Diagnostic, formative, and post assessments used to identify and support struggling students.</li> </ul>				

English Language Learners	
SMART Goals and Action Plan for Improved Performance	Verification
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2011)
<b>AMAO 1 (increase% of ELs making annual progress in learning English as measured by the CELDT)</b> <b>2010-11 Target = 54.6</b>  <b>SMART Goal:</b> By June 2011, increase% of ELs making annual progress in learning English from 52.5% to 54.6% as measured by the CELDT.	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<b>AMAO 2 (increase% of ELs attaining English proficiency on the CELDT)</b>  <u><b>Less than 5 Years of EL Instruction:</b></u> <b>2010-11 Target = 18.7</b>  <u><b>More than 5 Years of EL Instruction:</b></u> <b>2010-11 Target = 43.2</b>  <b>SMART Goal:</b> By June 2011, increase% of ELs attaining English proficiency on the CELDT to 18.7% for less than 5 years and 43.2% for more than 5 years.	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<b>AMAO 3 (increase% of ELs meeting AYP requirements for EL subgroup)</b> <b>2010-11 District Target = ELA 67% and Math 67.3</b>  <b>SMART Goal:</b> By June 2011, increase% of ELs meeting AYP requirements for the EL subgroup in ELA from 26.1% to 67% (or 33.5% safe harbor) and in Math from 41.8% to 67.3% (or 47.7% safe harbor).	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<b>Long Term English Learners-5+ years in EL program (increase% of LTELs meeting reclassification criteria)</b>  <b>SMART Goal:</b> By June 2011, increase% of LTELs meeting reclassification criteria by 15%.	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<b>Reclassified Fluent English Proficient -R-FEP (maintain or increase% of R-FEPs proficient on CST)</b>  <b>SMART Goal:</b> By June 2011, maintain or increase% of R-FEPs proficient on ELA CST from 58% to 66.7%.	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<b>How will progress during the year be monitored?</b> <ul style="list-style-type: none"> <li>• CELDT results</li> <li>• Quarter Assessments/Common Assessments</li> <li>• Data Protocol Meetings to fill our data protocol sheet. Analyze data to look at standards attainment and re-teaching.</li> <li>• Grades will be updated every 2-4 weeks in ABI.</li> <li>• Discussion and analysis of data (CSTs, common assessments, district assessments) for instruction of standards.</li> <li>• ELL Monitoring forms for English Learners.</li> <li>• ELL Pullout Days that allow for student conferences and teacher collaboration regarding student data.</li> <li>• Reclassification data</li> </ul>	

**Action Plan for English Language Learners**

<p align="center"><b>Actions to be Taken to Reach These Goals</b></p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data                      ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center"><b>Start and Completion Dates</b></p>	<p align="center"><b>Proposed Expenditures</b></p>	<p align="center"><b>Estimated Cost</b></p>	<p align="center"><b>Funding Sources</b></p>
<p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Teachers will use a variety of equity systems for checking for understanding (ex. Cards, sticks, dice, spinners, etc).</li> <li>• Teachers will use vocabulary enhancements such as word walls, sentence frames, word walls, and other academic vocabulary support.</li> <li>• Usage of non-linguistic/visual representation for both EL and SFS students as well as general student population (ex. Graphic organizers)</li> <li>• Teachers will incorporate researched based strategies into their lessons, including Marzano and ELL/SIOP Strategies to support all students.</li> <li>• Teachers will use engagement strategies, such as think/pair/share, cooperative groups, and a variety of other strategies.</li> <li>• All teachers use common white board configurations to provide structure and consistency for students.</li> <li>• All teachers will post a daily 2-part objective for students.</li> <li>• Classroom Walkthrough data will provide feedback to teachers and departments regarding the consistent use of instructional strategies.</li> <li>• Timers will be used in the classroom as an instructional tool.</li> </ul>	<p>Ongoing throughout 2010-2011</p>	<p>Instructional Supplies (white boards, markers, sentence strips, chart paper, paper, etc). Research based instructional strategies books/materials.</p>	<p>Instructional Supplies and support materials = amount varies</p>	<p>EIA/SCE, EIA/LEP</p>

**Action Plan for English Language Learners**

<p align="center"><b>Actions to be Taken to Reach These Goals</b></p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data                  ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center"><b>Start and Completion Dates</b></p>	<p align="center"><b>Proposed Expenditures</b></p>	<p align="center"><b>Estimated Cost</b></p>	<p align="center"><b>Funding Sources</b></p>
<p><b>CURRICULUM AND INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>Teachers will post grades every 2-4 weeks</li> <li>Core departments are given collaboration time, common assessment time, observation time and/or timeline/pacing coordination time.</li> <li>More sheltered classes with designated EL teachers to support EL students.</li> <li>Common district assessments given in core subjects for most courses.</li> <li>Common objectives and common warm-ups (DoNows) in English courses.</li> <li>Tenth grade common CAHSEE warm-ups in English courses (Priority English).</li> <li>Ninth and Tenth grade Strategic classes available to support students struggling in reading/writing.</li> <li>Students will be recognized throughout the year to support achievements, grades, and attendance. Recognition will be through rallies, t-shirts, certificates, pizza, raffle prizes, incentives, and other various rewards.</li> <li>Students may attend field trips to support standards based curriculum, school culture, school recognition, and post-secondary options.</li> <li>CELDT will be administered on campus every year from July-Oct. The CELDT measures English proficiency. The results will determine if we make our AMAO 1 and 2 goals and guide us on the needs of our English Language Learners.</li> <li>Data reports from DataDirector will be available to teachers through "Data Binders"</li> <li>Key Data Systems will also provide in depth data analysis for staff.</li> <li>Various classroom supplies will be given to the teachers and students to support student achievement, such as spiral notebooks, flipchart paper, highlighters, index cards, etc.</li> <li>READ-180 curriculum is available to ELD students, which includes an interactive computer program.</li> </ul> <p>* Common planning time will be used to collaborate and develop common lessons, formative and summative assessments.</p> <p>* EL focus students are selected by every teacher and monitored as an intervention tool to help each student be successful.</p> <p>* All staff will be a part of the WASC focus on learning plan. The FOL will include all components of our School Plan.</p> <p>* There will be a school wide focus on academic vocabulary development.</p>	<p>Grades posted every 2-4 weeks, district assessments given quarterly or at the semester, if dates are not specified, then it is ongoing throughout 2010-2011. CELDT- July-Oct.</p>	<p>Instructional and Curriculum Supplies, Intervention materials, teachers paid for tutoring, and collaboration and observation time. Instructional Coaches' salaries.</p> <p>Materials for rallies, Rewards, incentives, and food (ex. t-shirts, pins, pizza, raffle prizes, etc.).</p> <p>Field trip costs. CELDT administration costs (subs and proctors). Computers/technology for ELD classroom. Key Data System Contract.</p>	<p>Teacher tutoring pay approx. \$33 per hour. Teacher collaboration pay approx. \$33 per hour. Daily sub rate = \$113. Supplies = amount varies. Instructional Coaches' salaries. Rewards/incentive costs vary. Field trip costs vary. Proctor rates vary from \$20-\$33 per hour. Key Data Contract approx. \$2000.</p>	<p>EIA/SCE, EIA/LEP</p>

**Action Plan for English Language Learners**

<p align="center"><b>Actions to be Taken to Reach These Goals</b></p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data                      ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center"><b>Start and Completion Dates</b></p>	<p align="center"><b>Proposed Expenditures</b></p>	<p align="center"><b>Estimated Cost</b></p>	<p align="center"><b>Funding Sources</b></p>
<p><b>PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• ELL teachers will receive "pull-out" dates for training, collaboration, and data review during the school year. The teachers will be provided a sub, so all ELL can meet together and collaborate on the designated dates.</li> <li>• Core teachers are given opportunities to participate in the Classroom Walkthrough with Administrators. Administrators and Coaches frequently walk through classrooms and use the Classroom Walkthrough Form to provide feedback to the departments.</li> <li>• Teachers that do not have their CLAD or similar certification will participate in CTEL training this year.</li> <li>• Data Director, ABI, Parent Portal, Marzano Strategies, SIOP Strategies and Academic Vocabulary training will be provided or offered to all teachers throughout the year.</li> <li>• Instructional Coaches are available to provide assistance to all core teachers who need additional support. The coaches provide training, feedback, and instructional assistance for teachers.</li> <li>• All staff can participate in conferences, trainings, and/or workshops that reinforce instructional strategies, curriculum development, college/career awareness and interventions (in an effort to support school-wide expectations and consistency, this includes non-core teachers).</li> </ul> <p>* Professional development materials will be available to teachers that need additional support (such as Marzano books).</p>	<p>EL teacher pull out dates will vary. CWTs are done throughout the year. Coaches are available throughout the year. Other trainings are on-going and will be provided as teachers need the training.</p>	<p>Materials for trainings (paper, ink/toner, training books/supplementary material), Subs needed, and collaboration/training pay. Instructional Coaches' salaries.</p>	<p>Teacher tutoring pay approx. \$33 per hour. Teacher collaboration pay approx. \$33 per hour. Daily sub rate = \$113. Instructional Coaches' salaries. Conferences, workshops, and travel fee.</p>	<p>EIA/SCE, EIA/LEP</p>
<p><b>USE OF TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>• Teachers will incorporate the use of technology to make curriculum engaging and more accessible to students through the use of promethean boards, smart boards, document viewers, voting devices, tablet PC, flipcharts, whiteboards, and/or supplementary materials available on-line.</li> </ul> <p>* Technology will be purchased for students to help them access and engage in the curriculum. It will be used as a support in the classroom and at home. Technology can include (Ipads, digital devices, etc).</p>	<p>Ongoing throughout 2010-2011</p>	<p>Technology equipment, bulbs, replacement equipment and maintenance, software, and software subscriptions.</p>	<p>Costs will vary depending on needs.</p>	<p>EIA/SCE, EIA/LEP</p>

**Action Plan for English Language Learners**

<p align="center"><b>Actions to be Taken to Reach These Goals</b></p> <ul style="list-style-type: none"> <li>✓ Based on results of Academic Program Survey and Student Achievement Data</li> <li>✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</li> </ul>	<p align="center"><b>Start and Completion Dates</b></p>	<p align="center"><b>Proposed Expenditures</b></p>	<p align="center"><b>Estimated Cost</b></p>	<p align="center"><b>Funding Sources</b></p>
<p><b>PARENTAL INVOLVEMENT</b></p> <ul style="list-style-type: none"> <li>• Parent/Teacher conferences are held twice a year in the evening. Teachers bring printouts of grades and meet with parents for individual 5 minute conferences.</li> <li>• A translator is available for teachers to communicate with Spanish speaking parents and for parents to call the school. Translator will also translate materials, call home to remind Spanish speaking parents of important events and inform parents about their student's information (such as grades, attendance, and progress).</li> <li>• Parents are invited to attend ELAC meetings. We have a translator and a bilingual Counselor available to assist parents at the meetings.</li> <li>• Counselors meet with at-risk students with their parents to discuss graduation plans, goals, alternative education, plan for getting caught up, post-secondary options, etc. Additionally, counselors and the guidance office put on parent nights, such as financial aid workshops, incoming 9th grade parent night, etc. to inform parents about a variety of information that will help students succeed.</li> </ul>	<p>Parent/teacher conferences on 11/4/10 and 3/10/11, and a translator will be available throughout the year. Others dates are throughout 10-11.</p>	<p>Costs to include paper, toner, translator salary.</p> <p>Incentives for parents to attend meetings (food, raffle prizes, etc). Parent night materials, technology to support communication, timecard hours for counselors and support staff.</p>	<p>Translator's salary at approx \$32,000. Materials approximately \$5000.</p> <p>food, prizes approx. \$1000. Timecard hours, materials, and technology costs vary.</p>	<p>EIA/SCE, EIA/LEP</p>
<p><b>Interventions specifically for underperforming students:</b></p> <ul style="list-style-type: none"> <li>• ELL Monitoring forms for all English Learners</li> <li>• ELL Pullout Days that allow for student conferences and teacher collaboration regarding student data.</li> <li>• High Yield Researched based strategies will be implemented (word walls, think/pair/share, graphic organizers, etc).</li> <li>• ELD for EL students</li> <li>• Read 180 program</li> </ul> <p>* EL focus students are selected by every teacher as an intervention tool to help each student be successful.</p>				

<b>Mathematics</b>					
<b>SMART Goals and Action Plan for Improved Performance</b>	<b>Verification of SMART goals</b>				
<b>SMART Goals</b> (Specific, Measurable, Achievable, Results Oriented, Time Bound)	<b>Date:</b> (To be completed in the Fall of 2011)				
	<b>Schoolwide</b>	<b>English Learners</b>	<b>Special Education</b>	<b>Other Low SES</b>	<b>Other Redesignated</b>
<b>Grade level/course: Algebra 1</b> <b>SMART Goal:</b> By June 2011, the percentage of students scoring Proficient or Advanced on the CST in mathematics will increase from 14% to 23%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
<b>Grade level/course: Geometry</b> <b>SMART Goal:</b> By June 2011, the percentage of students scoring Proficient or Advanced on the CST in mathematics will increase from 16% to 24%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
<b>Grade level/course: Algebra 2</b> <b>SMART Goal:</b> By June 2011, the percentage of students scoring Proficient or Advanced on the CST in mathematics will increase from 34% to 41%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable <b>Grade level/course: Pre-Calculus</b> <b>SMART Goal:</b> By June 2011, the percentage of students scoring Proficient or Advanced on the CST in mathematics will increase from 49% to 56%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[X] Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[X] Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[X] Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
<b>How will progress during the year be monitored?</b>					
<ul style="list-style-type: none"> <li>• Quarter Assessments/Common Assessments</li> <li>• Data Protocol Meetings to fill our data protocol sheet. Analyze data to look at standards attainment and re-teaching.</li> <li>• Grades will be updated every 2-4 weeks in ABI.</li> <li>• Discussion and analysis of data (CSTs, common assessments, district assessments) for instruction of standards.</li> <li>• ELL Monitoring forms for English Learners.</li> <li>• ELL, Algebra and SFS Pullout Days and afterschool trainings that allow for professional development and teacher collaboration regarding student data.</li> <li>• EL students identified on seating charts</li> </ul>					

**Action Plan for Mathematics**

<p align="center"><b>Actions to be Taken to Reach These Goals</b></p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data                      ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center"><b>Start and Completion Dates</b></p>	<p align="center"><b>Proposed Expenditures</b></p>	<p align="center"><b>Estimated Cost</b></p>	<p align="center"><b>Funding Sources</b></p>
<p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Teachers will use a variety of equity systems for checking for understanding (ex. Cards, sticks, dice, spinners, etc).</li> <li>• Teachers will use vocabulary enhancements such as word walls, sentence frames, word walls, and other academic vocabulary support.</li> <li>• Usage of non-linguistic/visual representation for both EL and SFS students as well as general student population (ex. Graphic organizers)</li> <li>• Teachers will incorporate researched based strategies into their lessons, including Marzano and ELL/SIOP Strategies to support all students.</li> <li>• Teachers will use engagement strategies, such as think/pair/share, cooperative groups, and a variety of other strategies</li> <li>• All teachers use common white board configurations to provide structure and consistency for students.</li> <li>• All teachers will post a daily 2-part objective for students.</li> <li>• Classroom Walkthrough data will provide feedback to teachers and departments regarding the consistent use of instructional strategies.</li> </ul>	<p>Ongoing throughout 2010-2011</p>	<p>Instructional Supplies (white boards, markers, sentence strips, chart paper, paper, etc). Research based instructional strategies books/materials.</p>	<p>Instructional Supplies and support materials = amount varies</p>	<p>EIA/SCE, EIA/LEP</p>

**Action Plan for Mathematics**

<p align="center"><b>Actions to be Taken to Reach These Goals</b></p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data                      ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center"><b>Start and Completion Dates</b></p>	<p align="center"><b>Proposed Expenditures</b></p>	<p align="center"><b>Estimated Cost</b></p>	<p align="center"><b>Funding Sources</b></p>
<p><b>CURRICULUM AND INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>• Teachers will post grades every 2-4 weeks</li> <li>• Core departments are given collaboration time, common assessment time, observation time and/or timeline/pacing coordination time.</li> <li>• SFS program implemented to support Special Education students. Increase communication between SFS caseworker and core SFS teachers.</li> <li>• More sheltered classes with designated EL teachers to support EL students.</li> <li>• Common district assessments given in core subjects for most courses.</li> <li>• Students will be recognized throughout the year to support achievements, grades, and attendance. Recognition will be through rallies, t-shirts, certificates, pizza, raffle prizes, incentives, and other various rewards.</li> <li>• Students may attend field trips to support standards based curriculum, school culture, school recognition, and post-secondary options.</li> <li>• Common CAHSEE warm-ups in Algebra, Pre-Algebra, and Geometry during 1st semester in preparation for the CAHSEE.</li> <li>• Pre-Calculus tutoring available Tuesday and Thursdays.</li> <li>• Algebra, Geometry and Algebra 2 tutoring available daily.</li> <li>• Algebra, Geometry, Algebra 2, and Pre-Calculus have weekly meetings to develop common assessments.</li> <li>• Data reports from DataDirector will be available to teachers through "Data Binders"</li> <li>• Key Data Systems will also provide in depth data analysis for staff.</li> <li>• Various classroom supplies will be given to the teachers and students to support student achievement, such as spiral notebooks, flipchart paper, highlighters, index cards, etc.</li> </ul> <p>* Common planning time will be used to collaborate and develop common lessons, formative and summative assessments.                      * There will be a school wide focus on academic vocabulary development.                      * All staff will be a part of the WASC focus on learning plan. The FOL will include all components of our School Plan.                      * Peer tutoring available in Algebra 1 and Geometry prior to test.                      * AP Ambassadors available for tutoring in all Algebra, Honors and AP classes.</p>	<p>Grades posted every 2-4 weeks, tutoring available specific times during the week, district assessments given quarterly or at the semester, if dates are not specified, then it is ongoing throughout 2010-2011.</p>	<p>Instructional and Curriculum Supplies, Intervention materials, teachers and student tutors paid for tutoring, and collaboration and observation time. Instructional Coaches' salaries. Materials for rallies, Rewards, incentives, and food (ex. t-shirts, pins, pizza, raffle prizes, etc.). Field trip costs. Key Data System Contract.</p>	<p>Teacher tutoring pay approx. \$33 per hour. Student tutor pay approx. \$10 per hour. Teacher collaboration pay approx. \$33 per hour. Daily sub rate = \$113. Supplies = amount varies. Instructional Coaches' salaries. Rewards/incentive costs vary. Field trip costs vary. Key Data System Contract approx. \$2000.</p>	<p>EIA/SCE, EIA/LEP</p>

**Action Plan for Mathematics**

<p align="center"><b>Actions to be Taken to Reach These Goals</b></p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data                      ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center"><b>Start and Completion Dates</b></p>	<p align="center"><b>Proposed Expenditures</b></p>	<p align="center"><b>Estimated Cost</b></p>	<p align="center"><b>Funding Sources</b></p>
<p><b>PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>SFS and ELL teachers will receive "pull-out" days for training, collaboration, and data review during the school year. The teachers will be provided a sub, so all ELL or SFS teachers can meet together and collaborate on the designated dates.</li> <li>Ninth and Tenth grade ELA teachers, Algebra, and Geometry teachers will also have "pull out" dates for collaboration and data review.</li> <li>Core teachers are given opportunities to participate in the Classroom Walkthrough with Administrators. Administrators and Coaches frequently walk through classrooms and use the Classroom Walkthrough Form to provide feedback to the departments.</li> <li>Teachers that do not have their CLAD or similar certification will participate in CTCL training this year.</li> <li>Data Director, ABI, parent portal, Marzano Strategies, SIOP Strategies and Academic Vocabulary training will be provided or offered to all teachers throughout the year.</li> <li>Instructional Coaches are available to provide assistance to all core teachers who need additional support. The coaches provide training, feedback, and instructional assistance for teachers.</li> <li>All staff can participate in conferences, trainings, and/or workshops that reinforce instructional strategies, curriculum development, college/career awareness and interventions (in an effort to support school-wide expectations and consistency, this includes non-core teachers).</li> <li>Professional development materials will be available to teachers that need additional support (such as Marzano books).</li> </ul>	<p>SFS, EL, ELA and Math pull out dates will be on various dates in 2010-2011. CWTs are done throughout the year. Coaches are available throughout the year. Other trainings are on-going and will be provided as teachers need the training.</p>	<p>Materials for trainings (paper, ink/toner, training books/supplementary material), Subs needed, and collaboration/training pay. Instructional Coaches' salaries. Conferences, workshops, and travel fee.</p>	<p>Teacher tutoring pay approx. \$33 per hour. Teacher collaboration pay approx. \$33 per hour. Daily sub rate = \$113. Instructional Coaches' salaries. Conference fees vary.</p>	<p>EIA/SCE, EIA/LEP</p>
<p><b>USE OF TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>Teachers will incorporate the use of technology to make curriculum engaging and more accessible to students through the use of promethean boards, smart boards, document viewers, voting devices, tablet PC, flipcharts, whiteboards, and/or supplementary materials available on-line.</li> </ul>	<p>Ongoing throughout 2010-2011</p>	<p>Technology equipment, bulbs, replacement equipment and maintenance, software, and software subscriptions.</p>	<p>Costs will vary depending on needs.</p>	<p>EIA/SCE, EIA/LEP</p>
<p><b>PARENTAL INVOLVEMENT</b></p> <ul style="list-style-type: none"> <li>Parent/Teacher conferences are held twice a year in the evening. Teachers bring printouts of grades and meet with parents for individual 5 minute conferences.</li> <li>A Translator will be available for teachers to communicate with Spanish speaking parents and for parents to call the school.</li> <li>Counselors meet with at-risk students with their parents to discuss graduation plans, goals, alternative education, plan for getting caught up, post-secondary options, etc. Additionally, counselors and the guidance office put on parent nights, such as financial aid workshops, incoming 9th grade parent night, etc. to inform parents about a variety of information that will help students succeed.</li> <li>Parent letters sent home at beginning of unit encouraging students to correct and make up work.</li> </ul>	<p>Parent/teacher conferences on 11/4/10 and 3/10/11, and a translator is available throughout the year. Others dates are throughout 10-11.</p>	<p>Costs to include paper, toner, translator's salary. Parent night materials, technology to support communication, timecard hours for counselors and support staff.</p>	<p>1 Translator's salary approx \$32,000. Materials approximately \$5000. Timecard hours, materials, and technology costs vary.</p>	<p>EIA/SCE, EIA/LEP</p>

**Action Plan for Mathematics**

<b>Actions to be Taken to Reach These Goals</b> ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	<b>Start and Completion Dates</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>
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**Interventions specifically for underperforming students:**

- ELL Monitoring forms for all English Learners
- ELL, Algebra, Geometry and SFS Pullout Days that allow for student conferences and teacher collaboration regarding student data.
- High Yield Researched based strategies will be implemented (word walls, think/pair/share, graphic organizers, etc).

**Other: History/Social Science**

SMART Goals and Action Plan for Improved Performance	Verification of SMART goals				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2011)				
	Schoolwide	English Learners	Special Education	Other Low SES	Other Redesignated
<b>Grade level/course: 10th grade/World History</b> <b>SMART Goal:</b> By June 2011, the percentage of students scoring Proficient or Advanced on the CST for 10th grade history will increase from 44% to 51%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
<b>Grade level/course: 11th grade/United States History</b> <b>SMART Goal:</b> By June 2011, the percentage of students scoring Proficient or Advanced on the CST for 11th grade history will increase from 44% to 51%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
<b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[X] Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[X] Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[X] Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[X] Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
<b>How will progress during the year be monitored?</b> <ul style="list-style-type: none"> <li>• Quarter Assessments/Common Assessments</li> <li>• Data Protocol Meetings to fill our data protocol sheet. Analyze data to look at standards attainment and re-teaching.</li> <li>• Grades will be updated every 2-4 weeks in ABI.</li> <li>• Discussion and analysis of data (CSTs, common assessments, district assessments) for instruction of standards.</li> <li>• ELL Monitoring forms for English Learners.</li> <li>• ELL and SFS Pullout Days that allow for student conferences and teacher collaboration regarding student data.</li> <li>• Pre and Post tests will be given.</li> <li>• EL students identified on seating charts</li> </ul>					

**Action Plan for History/Social Science**

<p align="center"><b>Actions to be Taken to Reach These Goals</b></p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data                      ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center"><b>Start and Completion Dates</b></p>	<p align="center"><b>Proposed Expenditures</b></p>	<p align="center"><b>Estimated Cost</b></p>	<p align="center"><b>Funding Sources</b></p>
<p><b>INSTRUCTIONAL STRATEGIES</b>• Teachers will use a variety of equity systems for checking for understanding (ex. Cards, sticks, dice, spinners, etc).• Teachers will use vocabulary enhancements such as word walls, sentence frames, word walls, and other academic vocabulary support. • Usage of non-linguistic/visual representation for both EL and SFS students as well as general student population (ex. Graphic organizers) • Teachers will incorporate researched based strategies into their lessons, including Marzano and ELL/SIOP Strategies to support all students. • Teachers will use engagement strategies, such as think/pair/share, cooperative groups, and a variety of other strategies. • All teachers use common white board configurations to provide structure and consistency for students. • All teachers will post a daily 2-part objective for students. • Classroom Walkthrough data will provide feedback to teachers and departments regarding the consistent use of instructional strategies.</p>	<p>Ongoing throughout 2010-2011</p>	<p>Instructional Supplies (white boards, markers, sentence strips, chart paper, paper, etc). Research based instructional strategies books/materials.</p>	<p>Instructional Supplies and support materials = amount varies</p>	<p>EIA/LEP, EIA/SCE</p>
<p><b>CURRICULUM AND INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>• Teachers will post grades every 2-4 weeks</li> <li>• Core departments are given collaboration time, common assessment time, observation time and/or timeline/pacing coordination time.</li> <li>• SFS program implemented to support Special Education students. Increase communication between SFS caseworker and core SFS teachers.</li> <li>• More sheltered classes with designated EL teachers to support EL students.</li> <li>• Common district assessments given in core subjects for most courses.</li> <li>• Students will be recognized throughout the year to support achievements, grades, and attendance. Recognition will be through rallies, t-shirts, certificates, pizza, raffle prizes, incentives, and other various rewards.</li> <li>• Students may attend field trips to support standards based curriculum, school culture, school recognition, and post-secondary options.</li> <li>• Data reports from DataDirector will be available to teachers through "Data Binders"</li> <li>• Key Data Systems will also provide in depth data analysis for staff.</li> <li>• Various classroom supplies will be given to the teachers and students to support student achievement, such as spiral notebooks, flipchart paper, highlighters, index cards, etc.</li> </ul> <p>* Common planning time will be used to collaborate and develop common lessons, formative and summative assessments.                      * All staff will be a part of the WASC focus on learning plan. The FOL will include all components of our School Plan.                      * There will be a school wide focus on academic vocabulary development.                      * AP Ambassadors available for tutoring afterschool for all Honors and AP classes.                      * Road Trip Nation curriculum is used in all World History classes as an anti-drop out program.</p>	<p>Grades posted every 2-4 weeks, district assessments given quarterly or at the semester, if dates are not specified, then it is ongoing throughout 2010-2011.</p>	<p>Instructional and Curriculum Supplies, Intervention materials, and collaboration and observation time. Instructional Coaches' salaries. Materials for rallies, Rewards, incentives, and food (ex. t-shirts, pins, pizza, raffle prizes, etc.). Field trip costs. Key Data System Contract.</p>	<p>Teacher collaboration pay approx. \$33 per hour. Daily sub rate = \$113. Supplies = amount varies. Instructional Coaches' salaries. Rewards/incentive costs vary. Field trip costs vary. Key Data Contract approx. \$2000.</p>	<p>EIA/LEP, EIA/SCE</p>

**Action Plan for History/Social Science**

<p align="center"><b>Actions to be Taken to Reach These Goals</b></p> <ul style="list-style-type: none"> <li>✓ Based on results of Academic Program Survey and Student Achievement Data</li> <li>✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</li> </ul>	<p align="center"><b>Start and Completion Dates</b></p>	<p align="center"><b>Proposed Expenditures</b></p>	<p align="center"><b>Estimated Cost</b></p>	<p align="center"><b>Funding Sources</b></p>
<p><b>PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• SFS and ELL teachers will receive "pull-out" days for collaboration and data review during the school year. The teachers will be provided a sub, so all ELL or SFS teachers can meet together and collaborate on the designated dates.</li> <li>• Core teachers are given opportunities to participate in the Classroom Walkthrough with Administrators. Administrators and Coaches frequently walk through classrooms and use the Classroom Walkthrough Form to provide feedback to the departments.</li> <li>• Teachers that do not have their CLAD or similar certification will participate in CTCL training this year.</li> <li>• Data Director, ABI, parent portal, Marzano Strategies, SIOP Strategies and Academic Vocabulary training will be provided or offered to all teachers throughout the year.</li> <li>• Instructional Coaches are available to provide assistance to all core teachers who need additional support. The coaches provide training, feedback, and instructional assistance for teachers.</li> <li>• All staff can participate in conferences, trainings, and/or workshops that reinforce instructional strategies, curriculum development, college/career awareness and interventions (in an effort to support school-wide expectations and consistency, this includes non-core teachers).</li> <li>• Professional development materials will be available to teachers that need additional support (such as Marzano books).</li> </ul>	<p>Pull-Out dates vary throughout 2010-2011. CWTs are done throughout the year. Coaches are available during the year. Other trainings are on-going and will be provided as teachers need the training.</p>	<p>Materials for trainings (paper, ink/toner, training books/supplementary material), Subs needed, and collaboration/training pay. Instructional Coaches' salaries. Conferences, workshops, and travel fee.</p>	<p>Teacher collaboration pay approx. \$33 per hour. Daily sub rate = \$113. Instructional Coaches' salaries. Conference fees vary.</p>	<p>EIA/LEP, EIA/SCE</p>
<p><b>USE OF TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>• Teachers will incorporate the use of technology to make curriculum engaging and more accessible to students through the use of promethean boards, smart boards, document viewers, voting devices, tablet PC, flipcharts, whiteboards, and/or supplementary materials available on-line.</li> </ul>	<p>Ongoing throughout 2010-2011</p>	<p>Technology equipment, bulbs, replacement equipment and maintenance, software, and software subscriptions.</p>	<p>Costs will vary depending on needs.</p>	<p>EIA/LEP, EIA/SCE</p>
<p><b>PARENTAL INVOLVEMENT</b></p> <ul style="list-style-type: none"> <li>• Parent/Teacher conferences are held twice a year in the evening. Teachers bring printouts of grades and meet with parents for individual 5 minute conferences.</li> <li>• A translator is available for teachers to communicate with Spanish speaking parents and for parents to call the school. The translator will also translate materials, call home to remind Spanish speaking parents of important events and inform parents about their student's information (such as grades, attendance, and progress).</li> <li>• Counselors meet with at-risk students with their parents to discuss graduation plans, goals, alternative education, plan for getting caught up, post-secondary options, etc. Additionally, counselors and the guidance office put on parent nights, such as financial aid workshops, incoming 9th grade parent night, etc. to inform parents about a variety of information that will help students succeed.</li> </ul>	<p>Parent/teacher conferences on 11/4/10 and 3/10/11, and a translator is available throughout the year. Others dates are throughout 10-11.</p>	<p>Costs to include postcards, paper, toner, translator salaries. Parent night materials, technology to support communication, timecard hours for counselors and support staff.</p>	<p>Translator Salary at approx \$32,000. Materials approximately \$5000. Timecard hours, materials, and technology costs vary.</p>	<p>EIA/LEP,EIA/SCE</p>

**Action Plan for History/Social Science**

<b>Actions to be Taken to Reach These Goals</b> ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	<b>Start and Completion Dates</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>
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- Interventions specifically for underperforming students:**
- ELL Monitoring forms for all English Learners
  - ELL and SFS Pullout Days that allow for student conferences and teacher collaboration regarding student data.
  - High Yield Researched based strategies will be implemented (word walls, think/pair/share, graphic organizers, etc).

**Other: Science**  
 Not Applicable

SMART Goals and Action Plan for Improved Performance	Verification of SMART goals				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2011)				
	Schoolwide	English Learners	Special Education	Other Low SES	Other Redesignated
<b>Grade level/course: Earth Science</b> <b>SMART Goal:</b> By June 2011, the percentage of students scoring Proficient or Advanced on the CST in Science will increase from 25% to 33%.	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met
	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met
<b>Grade level/course: Biology</b> <b>SMART Goal:</b> By June 2011, the percentage of students scoring Proficient or Advanced on the CST in Science will increase from 40% to 46%.	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met
	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met
<b>Grade level/course: Chemistry</b> <b>SMART Goal:</b> By June 2011, the percentage of students scoring Proficient or Advanced on the CST in Science will increase from 38% to 44%.	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met
	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable <b>Grade level/course: Physics</b> <b>SMART Goal:</b> By June 2011, the percentage of students scoring Proficient or Advanced on the CST in Science will increase from 47% to 54%.	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met
	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met
	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met
	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met
	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met
<b>How will progress during the year be monitored?</b> <ul style="list-style-type: none"> <li>• Quarter Assessments/Common Assessments</li> <li>• Data Protocol Meetings to fill our data protocol sheet. Analyze data to look at standards attainment and re-teaching.</li> <li>• Grades will be updated every 2-4 weeks in ABI.</li> <li>• Discussion and analysis of data (CSTs, common assessments, district assessments) for instruction of standards.</li> <li>• ELL Monitoring forms for English Learners.</li> <li>• ELL and SFS Pullout Days that allow for student conferences and teacher collaboration regarding student data.</li> </ul>					

**Action Plan for Science**  
 Not Applicable

<p align="center"><b>Actions to be Taken to Reach These Goals</b></p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data                  ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center"><b>Start and Completion Dates</b></p>	<p align="center"><b>Proposed Expenditures</b></p>	<p align="center"><b>Estimated Cost</b></p>	<p align="center"><b>Funding Sources</b></p>
<p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Teachers will use a variety of equity systems for checking for understanding (ex. Cards, sticks, dice, spinners, etc).</li> <li>• Teachers will use vocabulary enhancements such as word walls, sentence frames, word walls, and other academic vocabulary support.</li> <li>• Usage of non-linguistic/visual representation for both EL and SFS students as well as general student population (ex. Graphic organizers)</li> <li>• Teachers will incorporate researched based strategies into their lessons, including Marzano and ELL/SIOP Strategies to support all students.</li> <li>• Teachers will use engagement strategies, such as think/pair/share, cooperative groups, and a variety of other strategies.</li> <li>• All teachers use common white board configurations to provide structure and consistency for students.</li> <li>• All teachers will post a daily 2-part objective for students</li> <li>• Classroom Walkthrough data will provide feedback to teachers and departments regarding the consistent use of instructional strategies.</li> </ul>	<p>Ongoing throughout 2010-2011</p>	<p>Instructional Supplies (white boards, markers, sentence strips, chart paper, paper, etc). Research based instructional strategies books/materials.</p>	<p>Instructional Supplies and support materials = amount varies</p>	<p>EIA/SCE, EIA/LEP</p>
<p><b>CURRICULUM AND INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>• Teachers will post grades every 2-4 weeks</li> <li>• Core departments and non-core departments are given collaboration time, common assessment time, observation time and/or timeline/pacing coordination time.</li> <li>• SFS program implemented to support Special Education students. Increase communication between SFS caseworker and core SFS teachers.</li> <li>• More sheltered classes with designated EL teachers to support EL students.</li> <li>• Common district assessments given in core subjects for most courses.</li> <li>• Students will be recognized throughout the year to support achievements, grades, and attendance. Recognition will be through rallies, t-shirts, certificates, pizza, raffle prizes, incentives, and other various rewards.</li> <li>• Students may attend field trips to support standards based curriculum, school culture, school recognition, and post-secondary options.</li> <li>• Data reports from DataDirector will be available to teachers through "Data Binders"</li> <li>• Key Data Systems will also provide in depth data analysis for staff.</li> </ul> <p>* Common planning time will be used to collaborate and develop common lessons, formative and summative assessments.                  * All staff will be a part of the WASC focus on learning plan. The FOL will include all components of our School Plan.                  * There will be a school wide focus on academic vocabulary development.                  * AP Ambassadors available for tutoring afterschool for all Honors and AP classes.</p>	<p>Grades posted every 2-4 weeks, district assessments given quarterly or at the semester, if dates are not specified, then it is ongoing throughout 2010-2011.</p>	<p>Instructional and Curriculum Supplies, Intervention materials, collaboration and observation time. Instructional Coaches' salaries. Materials for rallies, Rewards, incentives, and food (ex. t-shirts, pins, pizza, raffle prizes, etc.). Field trip costs.</p>	<p>Teacher collaboration pay approx. \$33 per hour. Daily sub rate = \$113. Supplies = amount varies. Instructional Coaches' salaries. Rewards/incentive costs vary. Field trip costs vary.</p>	<p>EIA/SCE, EIA/LEP</p>

**Action Plan for Science**  
 Not Applicable

<b>Actions to be Taken to Reach These Goals</b> ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	<b>Start and Completion Dates</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>
<b>PROFESSIONAL DEVELOPMENT</b> <ul style="list-style-type: none"> <li>SFS and ELL teachers will receive 6 days of training, collaboration, and data review during the school year. The teachers will be provided a sub, so all ELL or SFS teachers can meet together and collaborate on the designated dates.</li> <li>Core teachers are given opportunities to participate in the Classroom Walkthrough with Administrators. Administrators and Coaches frequently walk through classrooms and use the Classroom Walkthrough Form to provide feedback to the departments.</li> <li>Teachers that do not have their CLAD or similar certification will participate in CTEL training this year.</li> <li>Data Director, ABI, Parent Portal Marzano Strategies, SIOP Strategies and Academic Vocabulary training will be provided or offered to all teachers throughout the year.</li> <li>Instructional Coaches are available to provide assistance to all core teachers who need additional support. The coaches provide training, feedback, and instructional assistance for teachers.</li> <li>All staff can participate in conferences, trainings, and/or workshops that reinforce instructional strategies, curriculum development, college/career awareness and interventions (in an effort to support school-wide expectations and consistency, this includes non-core teachers).</li> <li>Professional development materials will be available to teachers that need additional support (such as Marzano books).</li> </ul>	SFS and EL "pull-out" dates will be on various dates in 2010-2011. CWTs are done throughout the year. Coaches are available throughout the year. Other trainings are on-going and will be provided as teachers need the training.	Materials for trainings (paper, ink/toner, training books/supplementary material), Subs needed, and collaboration/training pay. Instructional Coaches' salaries. Conferences, workshops, and travel fee.	Teacher collaboration pay approx. \$33 per hour. Daily sub rate = \$113. Instructional Coaches' salaries. Conference fees vary.	EIA/SCE, EIA/LEP
<b>USE OF TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Teachers will incorporate the use of technology to make curriculum engaging and more accessible to students through the use of promethean boards, smart boards, document viewers, voting devices, tablet PC, flipcharts, whiteboards, and/or supplementary materials available on-line.</li> </ul>	Ongoing throughout 2010-2011	Technology equipment, bulbs, replacement equipment and maintenance, software, and software subscriptions.	Costs will vary depending on needs.	EIA/SCE, EIA/LEP

**Action Plan for Science**  
 Not Applicable

<b>Actions to be Taken to Reach These Goals</b> ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	<b>Start and Completion Dates</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>
<b>PARENTAL INVOLVEMENT</b> <ul style="list-style-type: none"> <li>• Parent/Teacher conferences are held twice a year in the evening. Teachers bring printouts of grades and meet with parents for individual 5 minute conferences.</li> <li>• A translator is available for teachers to communicate with Spanish speaking parents and for parents to call the school. Translator will also translate materials, call home to remind Spanish speaking parents of important events and inform parents about their student's information (such as grades, attendance, and progress).</li> <li>• Parents are invited to attend ELAC meetings. We have a translator and a bilingual Counselor available to assist parents at the meetings.</li> <li>• Counselors meet with at-risk students with their parents to discuss graduation plans, goals, alternative education, plan for getting caught up, post-secondary options, etc. Additionally, counselors and the guidance office put on parent nights, such as financial aid workshops, incoming 9th grade parent night, etc. to inform parents about a variety of information that will help students succeed.</li> </ul>	Parent/teacher conferences are on 11/4/10 and 3/10/11, and a translator is available throughout the year. Others dates are throughout 10-11.	Costs to include paper, toner, translator's salary. Parent night materials, technology to support communication, timecard hours for counselors and support staff.	Translator's salaries approx \$32,000. Materials approximately \$5000. Timecard hours, materials, and technology costs vary.	EIA/SCE, EIA/LEP
<b>Interventions specifically for underperforming students:</b> <ul style="list-style-type: none"> <li>• ELL Monitoring forms for all English Learners</li> <li>• ELL and SFS Pullout Days that allow for student conferences and teacher collaboration regarding student data.</li> <li>• High Yield Researched based strategies will be implemented (word walls, think/pair/share, graphic organizers, etc).</li> </ul>				

## Recommendations and Assurances

The School Site Council recommends this Single Plan for Student Achievement and proposed expenditures to the RUSD 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 school plan (*check those that apply*):
  - Title I Advisory/ State Compensatory Education Advisory (SCE) Group
  - English Learner Advisory Committee (ELAC)
  - Gifted and Talented Education Program (GATE) Advisory Committee
  - Other (list):
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 requirement have been met, including those found in the district governing board policies and in the LEA Plan.
5. This school 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.
6. This school plan, including budgets, was approved via quorum by the School Site Council at a public meeting.

**Signatures:** \*\* Print and keep a copy of the entire School Plan including these original signatures on file at your school site.

Typed Name	Signature	Date
Susan Mills, Principal	*	
Tamara Hernandez, SSC Chairperson	*	

## Members of the School Site Council

- At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a).
- At secondary schools, the SSC must be constituted of ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members and students. Classroom teachers must comprise a majority of persons represented under section (a).
- ALL SSC members must be selected by their peer group.
- Education Code Section 64001(g) requires that the Single Plan for Students Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the School Site Council. The current make-up of the School Site Council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Susan Mills	[X]	[ ]	[ ]	[ ]	[ ]
Sandra Soares	[ ]	[ ]	[ ]	[X]	[ ]
Peter Stocks	[ ]	[ ]	[ ]	[X]	[ ]
Melissa Creacy	[ ]	[ ]	[ ]	[X]	[ ]
Tamara Hernandez	[ ]	[ ]	[ ]	[X]	[ ]
Sharon Nakama	[ ]	[X]	[ ]	[ ]	[ ]
Jenny Pietro	[ ]	[X]	[ ]	[ ]	[ ]
Debra Jayne-Hutchinson	[ ]	[X]	[ ]	[ ]	[ ]
Bill Briscoe	[ ]	[X]	[ ]	[ ]	[ ]
Donna Krause	[ ]	[X]	[ ]	[ ]	[ ]
Marissa Marquez	[ ]	[ ]	[X]	[ ]	[ ]
Elizabeth LeNoir	[ ]	[ ]	[X]	[ ]	[ ]
Courtney Olivarria	[ ]	[ ]	[ ]	[ ]	[X]
Natalie Perez	[ ]	[ ]	[ ]	[ ]	[X]
Dionzhane Oliver	[ ]	[ ]	[ ]	[ ]	[X]
Juana Alonso	[ ]	[ ]	[ ]	[ ]	[X]
<b>Number of members of each category:</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>4</b>

## SSC Approval of School Plan and Budgets

Insert Agenda & Minutes from the SSC Meeting(s) Approving the Single Plan for Student Achievement \*\*

**Agenda:**

**Minutes:**

## Programs / Grants

This single plan represents school participation in the following State and Federal Categorical Programs:

PROGRAMS	Allocation
<b>State:</b>	
<input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA/LEP)	\$84,980
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA/SCE)	\$286,100
<input type="checkbox"/> Tobacco-Use Prevention Education (TUPE)	
<input type="checkbox"/> English Language Acquisition Program (ELAP)	
<input type="checkbox"/> State Preschool	
<input type="checkbox"/> Helping Elementary Achievers Reach The Stars (HEARTS)	
<input type="checkbox"/> Partners In Riverside Investing In Middle School Education (PRIME TIME)	
<b>Federal:</b>	
<input type="checkbox"/> Title I, Part A: Improving the Academic Achievement of the Disadvantaged	
<input type="checkbox"/> Title I, Part A, ARRA: American Recovery and Reinvestment Act	
<input type="checkbox"/> Title II, Part A, D: High Quality Teachers/Principals, Technology	
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited English Proficient students	
<input type="checkbox"/> Head Start (Title I, Part B: Preschool Program)	
<input type="checkbox"/> Even Start Family Literacy (Title I, Part B, Subpart 3: Preschool Program)	

## Budget Planning Staff List for 2010-11

**School:** Ramona High School

[ ] Not Applicable (no categorical funds are being used for salaries)

Please list below the staff to be paid from Categorical Funds in 2010-11. **DO NOT** list additional hours or tutors. List the names and position titles. For Certificated staff, list the percentage to be charged in the appropriate funding column, and for Classified staff, list the hours to be worked in the appropriate funding column. Be sure to budget for all staff listed on your Tentative Budget Sheets.

<b>Certificated Staff</b>					
Name & Position	3010 Title	7090 EIA/SCE	7091 EIA/LEP	6286 ELAP	Other (list)
Monica Ward/EL and Technology Coach		60	20		
Clint Ball/Math Coach		60	20		
<b>Classified Staff</b>					
Name & Position	3010 Title	7090 EIA/SCE	7091 EIA/LEP	6286 ELAP	Other (list)
Jaemy Zavala/Translator			6.0		

## EIA-LEP (7091) Budget for 2010-11

School: Ramona High School

Allocation: \$76,387

Program: EIA-LEP (7091)

Carryover: \$26,980

Total: \$103,367.00

Function	Object	Description	Amount Budgeted	Notes
<b>Contract Salary Accounts</b>				
1000	1100	Resource Teacher Salary		
2140	1900	Instructional Coaches Salary	\$32,000	20% of EL/Technology Coach and Math Coach
2700	1900	CPS Salary		
1000	2100	Instructional Assistant (4 hrs/more)		
1000	2110	Instr. Assist. (under 4hr./timecard)		
2700	2400	Office Assistant		
2495	2900	Community Assistant	\$20,500	Translator
<b>Timecard Accounts / Substitutes / Stipends</b>				
1000	1120	Teacher Extra Duty/Miscellaneous	\$7,000	
1000	1130	Teacher Substitutes		
2700	1920	CPS Extra Duty, Non-Teaching		
2700	1940	CPS Group Leader Stipend		
1000	2111	Classified Tutor Hours, Instruct.		
1000	2120	Instr. Assistant Peakload/Overtime		
2700	2420	Clerical Peakload/Overtime		
2490	2920	Other Class., Translation Function		
2495	2920	Other Class., Child Care/Parent Inv	\$2,000	
<b>Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)</b>				
	3xxx	Fixed Charges (Lump Category)	\$21,630	
<b>Other Discretionary Accounts</b>				
	4200	Other Books		
	4300	Supplies. Non-Technology	\$800	
	4310	Supplies, Technology/Software		
	4400	Equip., Other, New, \$500-\$9,999		
	4410	Equip., Technology \$500-\$9,999		
	5210	Mileage		
	5220	Conference Expenses		
1036	5711	District Busses (Field Trips)		
	5715	District Service Requests (M&O)		
	5725	District Publications		
	5780	Nutrition Services		
	5800	Other Contracts		
	5815	Consultants, Indep. Contractors		
	5910	Postage		
	5920	Telephones/Terminals		
	5929	Cellular Phone Service		
	6400	Equip, New \$10,000 & Up		
	4325	1. Other: Food for CELDT	\$450	
	4325	2. Other: Food for ELAC	\$600	
		<b>Total:</b>	<b>\$84,980.00</b>	

## EIA-SCE (7090) Budget for 2010-11

[ ] Not Applicable

School: Ramona High School  
 Program: EIA-SCE (7090)

Allocation: \$282,094  
 Carryover: \$33,655  
 Total: \$315,749.00

Function	Object	Description	Amount Budgeted	Notes
<b>Contract Salary Accounts</b>				
1000	1100	Resource Teacher Salary		
2140	1900	Instructional Coaches Salary	\$95,000	
2700	1900	CPS Salary		
1000	2100	Instructional Assistant (4 hrs/more)		
1000	2110	Instr. Assist. (under 4hr./timecard)		
2700	2400	Office Assistant		
2495	2900	Community Assistant		
<b>Timecard Accounts / Substitutes / Stipends</b>				
1000	1120	Teacher Extra Duty/Miscellaneous	\$40,000	
1000	1130	Teacher Substitutes	\$30,000	
2700	1920	CPS Extra Duty, Non-Teaching		
2700	1940	CPS Group Leader Stipend		
1000	2111	Classified Tutor Hours, Instruct.		
1000	2120	Instr. Assistant Peakload/Overtime		
2700	2420	Clerical Peakload/Overtime		
2490	2920	Other Class., Translation Function	\$2,000	
2495	2920	Other Class., Child Care/Parent Inv	\$2,000	
<b>Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)</b>				
	3xxx	Fixed Charges (Lump Category)	\$20,000	
<b>Other Discretionary Accounts</b>				
	4200	Other Books		
	4300	Supplies. Non-Technology	\$56,210	
	4310	Supplies, Technology/Software	\$1,200	
	4400	Equip., Other, New, \$500-\$9,999		
	4410	Equip., Technology \$500-\$9,999	\$24,000	
	5210	Mileage		
	5220	Conference Expenses		
1036	5711	District Busses (Field Trips)		
	5715	District Service Requests (M&O)		
	5725	District Publications	\$3,500	
	5780	Nutrition Services	\$4,000	
	5800	Other Contracts		
	5815	Consultants, Indep. Contractors	\$8,190	
	5910	Postage		
	5920	Telephones/Terminals		
	5929	Cellular Phone Service		
	6400	Equip, New \$10,000 & Up		
		1. Other:		
		2. Other:		
		3. Other:		
<b>Total:</b>			<b>\$286,100.00</b>	

## **Centralized Services**

No funds are being reserved at the District level for Centralized Services from this school's categorical program allocations.

## Appendix A School and Student Performance Data

### California Standardized Testing (CST) Results

#### All Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9	49.0	46.0	58	30	29	31	15	16	10	6	9	2
Grade 10	36.0	45.0	46	31	31	31	23	15	17	10	10	7
Grade 11	34.0	38.0	42	33	27	30	20	22	15	14	12	13

#### All Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9*		3.0	2	*	5	26	*	66	43	*	26	30
Grade 10**	57.0	64.0	86	23	29	14	19	6	0	0	0	0
Grade 11**	29.0	38.0	43	40	31	34	30	30	19	1	2	4

\* CST General Mathematics (Grades 6 & 7 Standards)  
CST Summative High School Mathematics (Grades 9-11)

## Appendix A School and Student Performance Data

### California Standardized Testing (CST) Results

#### African American Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9	41	46	70	338.8	342.7	352.5
Grade 10	29	49	54	330.2	330.0	348.6
Grade 11	24	34	48	309.8	329.0	339.7

#### African American Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9*		*	*		*	*
Grade 10**	*		*	*		*
Grade 11**	*	*	*	*	*	*

\* CST General Mathematics (Grades 6 & 7 Standards)  
CST Summative High School Mathematics (Grades 9-11)

## Appendix A School and Student Performance Data

### California Standardized Testing (CST) Results

#### Asian Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9	*	*	62	*	*	372.8
Grade 10	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*

#### Asian Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9*						
Grade 10**	*	*		*	*	
Grade 11**	*	*	*	*	*	*

\* CST General Mathematics (Grades 6 & 7 Standards)  
 CST Summative High School Mathematics (Grades 9-11)

## Appendix A School and Student Performance Data

### California Standardized Testing (CST) Results

#### Hispanic/Latino Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9	44	40	53	339.8	334.5	350.3
Grade 10	29	39	43	321.7	333.8	337.1
Grade 11	31	31	37	321.0	324.8	330.9

#### Hispanic/Latino Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9*	*	4	3	*	269.7	283.1
Grade 10**	36	*	91	354.2	*	400.8
Grade 11**	22	33	44	321.4	330.1	341.9

\* CST General Mathematics (Grades 6 & 7 Standards)  
CST Summative High School Mathematics (Grades 9-11)

## Appendix A School and Student Performance Data

### California Standardized Testing (CST) Results

#### White Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9	64	58	72	365.2	357.1	375.5
Grade 10	52	56	49	352.0	348.5	354.1
Grade 11	42	51	57	330.6	345.8	356.2

#### White Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9*		*	*		*	*
Grade 10**	69	*	*	383.8	*	*
Grade 11**	39	43	44	339.2	347.2	351.0

\* CST General Mathematics (Grades 6 & 7 Standards)  
CST Summative High School Mathematics (Grades 9-11)

## Appendix A School and Student Performance Data

### California Standardized Testing (CST) Results

#### English Learner Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9	8	5	18	297.0	289.8	315.5
Grade 10	1	8	7	282.4	293.6	298.1
Grade 11	1	2	4	276.7	277.5	280.9

#### English Learner Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9*		6	0		268.4	283.9
Grade 10**						
Grade 11**	*	*	*	*	*	*

\* CST General Mathematics (Grades 6 & 7 Standards)  
CST Summative High School Mathematics (Grades 9-11)

## Appendix A School and Student Performance Data

### California Standardized Testing (CST) Results

#### Socio-Economically Disadvantaged Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9	43	42	52	338.8	334.5	349.4
Grade 10	28	39	42	321.1	331.7	337.1
Grade 11	30	31	38	318.2	322.1	332.1

#### Socio-Economically Disadvantaged Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9*	*	3	2	*	267.4	281.1
Grade 10**	*	*	91	*	*	390.7
Grade 11**	19	36	41	320.8	329.7	339.3

\* CST General Mathematics (Grades 6 & 7 Standards)  
CST Summative High School Mathematics (Grades 9-11)

## Appendix A School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	1507	1486	1449	398	385	316	98	104	91	26	22	30
Growth API	710	720	752	766	762	784		707				
Base API	674	710	724	719	766	769			711			
Target	6	5	5	5	5	5						
Growth	36	10	28	47	-4	15						
Met Target	Yes	Yes	Yes	Yes	No	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	965	951	967	404	378	380	1035	1064	1096	159	154	140
Growth API	687	701	735	629	634	668	685	698	735	516	488	517
Base API	658	687	704	602	629	637	647	685	703	458	516	503
Target	7	6	5	10	9	8	8	6	5	17	14	15
Growth	29	14	31	27	5	31	38	13	32	58	-28	14
Met Target	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No

## Appendix A School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	98	99	99	98	99	100	98	98	100	100	84
Number At or Above Proficient	273	256	275	97	77	78	16	20	28	--	--	--
Percent At or Above Proficient	50.2	52.8	53.4	63.4	65.8	58.6	47.1	64.5	63.6	--	--	--
AYP Target	33.4	44.5	55.6	33.4	44.5	55.6	33.4	44.5	55.6	33.4	44.5	55.6
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	99	99	99	98	100	99	98	99	100	88	97
Number At or Above Proficient	153	148	159	40	37	35	155	162	193	9	5	11
Percent At or Above Proficient	44.3	46.5	48.9	27.8	29.8	26.1	42.5	47.1	50.7	14.1	16.1	20.0
AYP Target	33.4	44.5	55.6	33.4	44.5	55.6	33.4	44.5	55.6	33.4	44.5	55.6
Met AYP Criteria	Yes	Yes	No	No	No	No	Yes	Yes	Yes	--	--	--

## Appendix A School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	98	99	99	99	99	100	98	98	100	100	84
Number At or Above Proficient	264	272	301	97	74	89	14	18	26	--	--	--
Percent At or Above Proficient	48.6	55.9	58.4	63.0	62.2	66.9	41.2	58.1	59.1	--	--	--
AYP Target	32.2	43.5	54.8	32.2	43.5	54.8	32.2	43.5	54.8	32.2	43.5	54.8
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	99	99	98	98	100	99	98	99	100	93	99
Number At or Above Proficient	146	167	176	47	53	56	155	180	213	7	6	13
Percent At or Above Proficient	42.6	52.5	54.2	32.9	42.7	41.8	42.6	52.2	55.9	10.9	18.2	23.2
AYP Target	32.2	43.5	54.8	32.2	43.5	54.8	32.2	43.5	54.8	32.2	43.5	54.8
Met AYP Criteria	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	--	--	--

<h2 style="margin: 0;">Appendix A</h2> <h3 style="margin: 0;">School and Student Performance Data</h3>
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**Title III Accountability Data for Ramona High School**

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	313	338	339
Percent with Prior Year Data	94.6	87.9	10
Number in Cohort	296	297	339
Number Met	121	194	178
Percent Met	40.9	65.3	52.5
NCLB Target	50.1	51.6	56
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2009-10	
	All Students	All Students	Years of EL instruction	
			Less Than 5	More Than 5
Number in Cohort	163	176	81	265
Number Met	20	59	36	127
Percent Met	12.3	33.5	44.4	47.9
NCLB Target	28.9	30.6	20.7	41.3
Met Target	No	Yes	Yes	Yes

**Title III Accountability Data (District)**

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	7,126	7,798	7,602
Percent with Prior Year Data	98.4	94.9	100
Number in Cohort	7,012	7,402	7,586
Number Met	4,010	4,336	4,291
Percent Met	57.2	58.6	57
NCLB Target	50.1	51.6	56
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2009-10	
	All Students	All Students	Years of EL instruction	
			Less Than 5	More Than 5
Number in Cohort	3,865	4,000	5,501	3,233
Number Met	1,381	1,543	1,216	1,650
Percent Met	35.7	38.6	22.1	51
NCLB Target	28.9	30.6	17.4	41.3
Met Target	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2007-08	2008-09	2009-10
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	No	No	No

## Appendix A School and Student Performance Data

### California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2009-10										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#		#		#		#		#		#
<b>9</b>	2	2	35	36	44	45	11	11	6	6	98
<b>10</b>	3	2	56	44	49	38	15	12	5	4	128
<b>11</b>	9	13	35	51	22	32	1	1	2	3	69
<b>12</b>	4	9	26	59	9	20	1	2	4	9	44
<b>Total</b>	18	5	152	45	124	37	28	8	17	5	339

**Appendix B**  
**Chart of Requirements for the**  
**Single Plan for Student Achievement**

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
<b>I. Involvement</b>		
Involve parents and community in planning and implementing the school plan	<i>EC 52055.625(b)(1)(C), (2)(C), (e)</i> <i>EC 52055.620(a)(4)</i> <i>EC 52054</i> <i>EC 35294.1(b)(2)(C)</i> <i>5CCR 3932</i> <i>20 USC 7115(a)(1)(E)</i> <i>20 USC 6316(b)(3)</i> <i>20 USC 6315(c)(1)(G)</i> <i>20 USC 6314(b)(1), (2)(A)</i>	Ongoing Evaluation Reporting
Advisory committee review & recommendations	<i>EC 64001(a)</i> <i>EC 52055.620(b)(1)</i>	Governance and Administration
Written notice of PI status	<i>20 USC 6316(b)(3)</i>	Appendix D-NCLB Program Improvement School Requirements
<b>II. Governance and Administration</b>		
Single, comprehensive plan	<i>EC 64001(a), (d)</i> <i>EC 52853</i> <i>EC 41572</i> <i>EC 41507</i> <i>EC 35294.1(a)</i> <i>20 USC 7114(d)(2)</i> <i>20 USC 6315(c)(1)(B)</i> <i>20 USC 6314(b)(2)(A)</i>	Governance and Administration
School site council (SSC) constituted per former <i>EC 52012</i>	<i>EC 64001(g)</i>	Governance and Administration
SSC developed plan and expenditures	<i>EC 64001(a)</i> <i>EC 41572</i> <i>EC 41507</i> <i>EC 35294.1(b)(1)</i>	Ongoing Evaluation Reporting Governance and Administration Budget

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
SSC annually updates the plan	<i>EC 64001(g)</i> <i>EC 35294.2(e)</i>	Site Information Page Ongoing Evaluation Reporting Governance and Administration
Governing board approves SPSA	<i>EC 64001(h)</i> <i>EC 52055.630(b)</i>	Site Information Page
Policies to insure all groups succeed	<i>20 USC 6316(b)(3)</i>	Action Plans Analysis of Current Educational Practice
Specify role of school, LEA, and SEA; and coordination with other organizations	<i>20 USC 6316(b)(3)</i>	Analysis of Current Educational Practice
Submit High Priority annual report after public LEA governing board review	<i>EC 52055.640</i>	N/A
<b>III. Funding</b>		
Plan includes proposed expenditures to improve academic performance	<i>EC 64001(g)</i> <i>EC 52853</i> <i>EC 52054</i> <i>20 USC 6316(b)(3)</i> <i>20 USC 6315(c)</i> <i>20 USC 6314(b)(2)(A)</i>	Action Plans Analysis of Current Educational Practice Budget
Describe centralized services expenditures	<i>5 CCR 3947(b)</i>	Budget
<b>IV. Standards, Assessment, and Accountability</b>		
Comprehensive assessment and analysis of data	<i>EC 64001(f)</i> <i>EC 52055.620(a)(1) - (3)</i> <i>EC 52054</i> <i>20 USC 7115(a)(1)(A)</i> <i>20 USC 6314(b)(1), (2)(A)</i>	Action Plans Analysis of Current Educational Practice Appendix A-School and Student Performance Data
Evaluation of improvement strategies	<i>EC 64001(f)</i> <i>EC 52853</i> <i>EC 52055.625(c)</i> <i>EC 35294.2(e)</i> <i>EC 32228.5(b)</i> <i>20 USC 7115(a)(2)</i>	Action Plans Analysis of Current Educational Practice Ongoing Evaluation Reporting

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
Ongoing monitoring and revision	20 USC 6315(c)(2)(B)	Action Plans Ongoing Evaluation Reporting
Assessment results available to parents	EC 35294.2(e) 20 USC 7115(a)(1)(E)  20 USC 6314(b)(2)(A)	Ongoing Evaluation Reporting Action Plans Analysis of Current Educational Practice
<b>V. Staffing and Professional Development</b>		
Provide staff development	EC 52853 EC 52055.625(d)(1)(B),(C) EC 32228(b)(2) 20 USC 6316(b)(3) 20 USC 6315(c)(1)(F) 20 USC 6314(b)(1), (2)(A)	Action Plans Analysis of Current Educational Practice Budget
Budget 10% of Title I for staff development	20 USC 6316(b)(3)	Action Plans Analysis of Current Educational Practice Budget
Provide highly qualified staff	EC 52055.625(b), (d) 20 USC 6315(c)(1)(E) 20 USC 6314(b)(1), (2)(A)	Analysis of Current Educational Practice
Distribute experienced teachers	EC 52055.620(d)	N/A (at site level)
<b>VI. Opportunity &amp; Equal Educational Access</b>		
Describe instruction for at-risk students	EC52853	Action Plans
Describe the help for students to meet state standards	EC 64001(f) 20 USC 6314(b)(1), (2)(A) 20 USC 6315(c)	Action Plans Analysis of Current Educational Practice
Describe auxiliary services for at-risk students	EC 52853 EC 52055.620(a)(7) 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(1), (2)(A)	Action Plans Analysis of Current Educational Practice
Avoid Isolation or segregation	5CCR 3934	Analysis of Current Educational Practice

<b>VII. Teaching and Learning</b>		
Goals based on performance	EC 64001(f) 20 USC 7115(a)(1)(A)	Action Plans
Define objectives	EC 52054 20 USC 7114(d)(2)(B)	Action Plans
	20 USC 6316(b)(3)	
Steps to intended outcomes	EC 52054 5CCR 3930	Action Plans
Account for all services	5CCR 3930	Action Plans, Analysis of Current Educational Practice
Provide strategies responsive to student needs	EC 52055.620(a)(3) EC 52054 5CCR 3931	Action Plans
	20 USC 7114(d)(2)(E)	
	20 USC 6315(c)	
	20 USC 6314(b)(2)(A)	
Describe reform strategies that:	20 USC 6314(b)(1), (2)(A)	Action Plans
-Allow all to meet/exceed standards;	20 USC 6315(c)	Analysis of Current Educational Practice
-Are effective, research based;	20 USC 6316(b)(3) 20 USC 6315(c)(1)(C) 20 USC 6314(b)(1)(B)	Action Plans
	EC 52054	
-Strengthen core academics;	EC 52055.625(b), (c)	Action Plans
-Address under-served populations;	20 USC 6314(b)(1)(I), (2)(A)	Analysis of Current Educational Practice
-Provide effective, timely assistance;	20 USC 6316(b)(3);	Action Plans
-Increase learning time	20 USC 6314(b)(1)(B),(2)	Analysis of Current Educational Practice
-Meet needs of low-performing students	20 USC 6315(c)(A); 20 USC 6314(b)(1)(B),(2)	Action Plans Analysis of Current Educational Practice
-Involve teachers in academic assessments	20 USC 6314(b)(1)(H), (2)	Action Plans Analysis of Current Educational Practice
-Coordinate state and federal programs	20 USC 6315(c)(1)(H) 20 USC 6314(b)(1)(J), (2)(A)	Governance and Administration
-Transition from preschool	20 USC 6315(c)(1)(D) 20 USC 6314(b)(1)(G), (2)(A)	Analysis of Current Educational Practice
Provide an environment conducive to learning	EC 52055.625(f)(1) EC 52055.620(a)(6) 20 USC 7114(d)(1)	Action Plans Analysis of Current Educational Practice
Enable continuous progress	5CCR 3931	Action Plans
Acquire basic skills, literacy	EC 52055.625(b)(1), (c)(1) 5CCR 3937	Action Plans
Align curriculum, strategies, and materials with state standards or law	EC 52853 EC 52055.625(b)(2)(D),(c)	Action Plans Analysis of Current Educational Practice
Provide high school career preparation	5CCR 4403	Action Plans (High School, Career Technical)

**Appendix C**  
**Required Components of a Program Improvement**  
**Single Plan for Student Achievement**

Program Improvement Component	School Plan Section
1. Research-based strategies—The plan must incorporate strategies, based on scientifically based research, that address the academic issues that caused the school to be identified.	- Action Plans
2. Adopting best practices—For the core academic subjects, the plan must outline policies and practices that have the greatest likelihood of ensuring that all subgroups of students become proficient by 2013-14.	- Action Plans - Analysis of Current Educational Practice (CEP)
3. Meeting professional development needs—The plan must provide an assurance that the school will spend at least 10 percent of its Title I, Part A funds for high-quality professional development. This professional development must directly address the academic achievement problems that caused the school to be identified.	- Appendix D, NCLB Program Improvement School Requirements
4. The plan must specify how the school will use the 10 percent set-aside to remove itself from improvement status.	- Appendix D, NCLB Program Improvement School Requirements
5. Setting annual goals—The plan must set specific annual measurable objectives for continuous progress by each subgroup of students.	- Action Plans
6. Outlining parent notices—The plan must describe how the school will provide written notice about the improvement identification to parents.	- Appendix D, NCLB Program Improvement School Requirements
7. Assigning responsibilities—The plan must specify the responsibilities of the school, the district, and the state under the plan, including descriptions of the district’s technical assistance and fiscal responsibilities.	- Appendix D, NCLB Program Improvement School Requirements
8. Increasing parent involvement—The plan must detail strategies to promote effective parental involvement.	- Action Plan - Analysis of CEP #8
9. Increasing instructional time—As appropriate, the plan must incorporate activities for students before school, after school, during the summer, and during any extension of the school year.	- Action Plans - Analysis of CEP #4, #5
10. Setting up teacher mentoring—The plan must incorporate a teacher mentoring program.	- Action Plans - Analysis of CEP #7

## Appendix D

### ESEA Program Improvement School Requirements

[X] Not Applicable

School Year	PI Year	Mandates	Actions
	Year 1	<ul style="list-style-type: none"> <li>• Revise school plan within 3 months to cover 2-year period</li> <li>• Use 10% of Title I school funds for professional development</li> <li>• Implement plan promptly</li> <li>• Notify parents of PI identification</li> </ul>	<ul style="list-style-type: none"> <li>• School plan revised on</li> <li>• \$Title I funds will be used for professional development for the following activities:</li> <li>• Revised plan implementation will begin on</li> <li>• Parental notification mailed on</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Update plan/continue to implement</li> <li>• Continue using 10% of Title I school funds for professional development</li> <li>• Notify parents of PI status</li> </ul>	<ul style="list-style-type: none"> <li>• \$Title I funds will be used for professional development for the following activities:</li> <li>• Parental notification mailed on</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Update plan/continue to implement</li> <li>• Continue using 10% of Title I school funds for professional development</li> <li>• Collaborate with district to improve student achievement</li> <li>• Notify parents of PI status</li> </ul>	<ul style="list-style-type: none"> <li>• \$Title I funds will be used for professional development for the following activities:</li> <li>• Will collaborate with district office staff regarding possible:               <ul style="list-style-type: none"> <li>○ Replacement of school staff</li> <li>○ Implementation of new curriculum</li> <li>○ Decrease in management authority at school level</li> <li>○ Appointment of outside expert</li> <li>○ Extension of school year or day</li> <li>○ Restructuring of internal organizational structure of school</li> </ul> </li> <li>▪ Parental notification mailed on</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Update plan/continue to implement</li> <li>• Continue using 10% of Title I school funds for professional development</li> <li>• Collaborate with district to improve student achievement</li> <li>• Collaborate with district to prepare plan for alternative governance of school</li> <li>• Notify parents of PI status</li> </ul>	<ul style="list-style-type: none"> <li>• \$Title I funds will be used for professional development for the following activities:</li> <li>• Will collaborate with district office staff regarding possible:               <ul style="list-style-type: none"> <li>○ Reopening of school as a charter</li> <li>○ Replacement of all or most of staff, including principal</li> <li>○ Contracting with outside entity to manage school</li> <li>○ Any other major restructuring</li> </ul> </li> <li>• Parental notification mailed on</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Implement alternative governance plan developed in Year 4</li> <li>• Notify parents of PI status</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of alternative governance plan will begin on</li> <li>• Parental notification mailed on</li> </ul>

**Appendix E  
Home School Compact  
(Title I Schools)**

**Not Applicable (site is a non Title I school)**