

2011-12
SINGLE PLAN FOR STUDENT ACHIEVEMENT



Santa Clara County
Office of Education

Alternative Placement Academy School
Santa Clara County Office of Education District



The District Governing Board
approved this revision of the School
Plan on: **6/15/2011**

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Alternative Placement Academy 2011-12
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
English-Language Arts			
All Students will Reach High Standards in English Language Arts by 2013-14			
Provide Students with Supplemental Materials to Help Them Master the English Language Art Standards	7/1/2011	6/29/2012	\$55
Support English Language Arts Curriculum with Real-Life Experiences via Fieldtrips	7/1/2011	6/29/2012	\$55
Provide Students with Supplemental Services to Master Grade Level Standards	7/1/2011	6/29/2012	\$55
Increase student engagement by reducing the student to staff ratio.	7/1/2011	6/29/2012	\$1,102
Mathematics			
All Students will Reach High Standards in Mathematics by 2013-14			
Provide Students with Supplemental Materials to Help Them Master the Math Standards	7/1/2011	6/29/2012	\$55
Support Math Curriculum with Real-Life Experiences vis Fiedltrips	7/1/2011	6/29/2012	\$55
Provide Students with Supplemental Services to Master Grade Level Standards	7/1/2011	6/29/2012	\$55
Increase student engagement by reducing the student to staff ratio.	7/1/2011	6/29/2012	\$1,102
English Language Development			
All Limited English Proficient Students will become Proficient in English			
Provide English Learners with Supplemental Materials to help Them Master Grade Level Standards	7/1/2011	6/29/2012	\$55
Support English Language Development with Real-Life Experiences via Fieldtrips	7/1/2011	6/29/2012	\$55
Provide Students with Supplemental Services to Master Grade Level Standards	7/1/2011	6/29/2012	\$55
Increase student engagement by reducing the student to staff ratio.	7/1/2011	6/29/2012	\$1,102
School Climate			
Students will be Educated in Learning Environments that are Conducive to Learning			
Provide Students with Supplemental Materials to Support Safe Learning Environments	7/1/2011	6/29/2012	\$55
Motivate and Educate Students with Real-Life Experiences via Fieldtrips	7/1/2011	6/29/2012	\$55
Provide Students with Supplemental Services to Master Grade Level Standards	7/1/2011	6/29/2012	\$55
Increase student engagement by reducing the student to staff ratio.	7/1/2011	6/29/2012	\$1,102
Other			
All Students will Graduate from High School			
Provide Students with Supplemental Materials to Help Them Master the Requirements for Graduation	7/1/2011	6/29/2012	\$55

Alternative Placement Academy 2011-12 Single Plan For Student Achievement Report

Support the High School Academic Graduation Requirements with Real-Life Experiences via Fieldtrips	7/1/2011	6/29/2012	\$54
Provide Students with Supplemental Services to Master Grade Level Standards	7/1/2011	6/29/2012	\$54
Increase student engagement by reducing the student to staff ratio.	7/1/2011	6/29/2012	\$1,101
Total Annual Expenditures for Current Site Plan: \$6,332.00			

Goals

Form A: Planned Improvements in Student Performance

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

Goal Area : English-Language Arts

Goal Title : All Students will Reach High Standards in English Language Arts by 2013-14

All students will reach high standards; at a minimum, attaining proficiency or better in reading by 2013-14.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

This goal is included in our Local Educational Agency Plan.

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All underachieving students

What is the expected growth?

Each year all significant underachieving student subgroups will decrease by 33% the number of students performing below the proficient level as measured on the English Language Arts portion of the California Standards Test (CST). Maintaining this yearly rate of improvement will enable all students to attain a score of Proficient or better on the English Language Arts portion of the CST by 2013-14.

What data will be collected to measure student achievement?

Formative Assessments
California Standards Test
California High School Exit Exam

What process will you use to monitor and evaluate the data?

Progress towards this goal will be measured based on the CST results.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Provide Students with Supplemental Materials to Help Them Master the English Language Art Standards

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Evaluate current core and supplemental curriculum and determine what; materials, software, instructional supplies, equipment, etc. are needed to help underachieving students master the English Language Arts academic standards.

Measures :

The numbers of students passing the California English Language Development Test will increase.
Students' academic performance will improve as measured on standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.
The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director of Alternative Schools
Principal
Teacher
Coordinator of Categorical and Special Projects

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Materials and Supplies	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical and Special Projects and Administrative Support	\$55

Action Title: Support English Language Arts Curriculum with Real-Life Experiences via Fieldtrips

Means of Achievement: Increased educational opportunity

Tasks :

Support the English Language Arts Curriculum with real-life experiences for underachieving students in community based education via trips to museums, and other educational settings that are specifically aligned to core curriculum.

Measures :

The numbers of students passing the California English Language Development Test will increase.
Students' academic performance will improve as measured on standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.
The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

The Director of Alternative Schools
Principal
Teacher
Coordinator of Categorical and Special Projects

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Fieldtrip Expenditures	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical and Special Projects and Administrative Support	\$55

Action Title: Provide Students with Supplemental Services to Master Grade Level Standards

Means of Achievement: Auxiliary services for students and parents

Tasks :

Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving students perform at grade level.

Measures :

- Students' academic performance will improve as measured in standards aligned formative assessments
- Students' academic performance will improve as measured on the California Standards Test.
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

- Director, Alternative Education
- Principal
- Coordinator of Categorical Programs

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Services	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical and Special Projects and Administrative Support	\$55

Action Title: Increase student engagement by reducing the student to staff ratio.

Means of Achievement: Extended learning time

Tasks :

Provide under achieving students with additional academic support by increasing the Educational Assistants available hours in the academic day.

Measures :

- The number of High school graduates will increase.
- Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST).
- The percentage of students passing the California High School Exit Exam (CAHSEE) will increase.
- The percentage of students passing the California English Language Development Test (CELDT) will increase

People Assigned :

- Director, Alternative Education
- Principal
- Coordinator of Categorical Programs

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Additional hours for Educational Assistants	\$1,047
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$55

Alternative Placement Academy 2011-12 Single Plan For Student Achievement Report

Form A: Planned Improvements in Student Performance

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

Goal Area : Mathematics

Goal Title : All Students will Reach High Standards in Mathematics by 2013-14

All students will reach high standards; at a minimum attaining proficiency or better in mathematics by 2013-14.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All underachieving students

What is the expected growth?

Each year all significant underachieving student subgroups will decrease by 33% the number of students performing below the proficient level as measured on the Mathematics portion of the California Standards Tests (CST). Maintaining this yearly rate of improvement will enable all students to attain a score of Proficient or better on the Mathematics portion of the CST by the year 2013-14.

What data will be collected to measure student achievement?

Students' academic performance will improve as measured on standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.
The percentage of students passing the California High School Exit Exam will increase.

What process will you use to monitor and evaluate the data?

Progress towards this goal will be measured based on the CST results.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Provide Students with Supplemental Materials to Help Them Master the Math Standards

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Evaluate current core and supplemental curriculum and determine what; materials, software, instructional supplies, equipment, etc. are needed to help underachieving students master the math academic standards.

Measures :

Students' academic performance will improve as measured on standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.
The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director of Alternative Schools
Principal
Teacher
Coordinator of Categorical and Special Projects

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Materials and Supplies	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical and Special Projects and Administrative Support	\$55

Action Title: Support Math Curriculum with Real-Life Experiences vis Fiedltrips

Means of Achievement: Alignment of instruction with content standards

Tasks :

Support the Math Curriculum with real-life experiences for underachieving students in community based education via trips to museums and other educational seetings that are specifically aligned to the math curriculum.

Measures :

Students' academic performance will improve as measured on standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.
The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director of Alternative Schools
Principal
Teacher
Coordinator of Categorical and Special Projects

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Fieldtrip Expenditures	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Programs and administrative support	\$55

Action Title: Provide Students with Supplemental Services to Master Grade Level Standards

Means of Achievement: Auxiliary services for students and parents

Tasks :

Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving students perform at grade level.

Measures :

- Students' academic performance will improve as measured in standards aligned formative assessments
- Students' academic performance will improve as measured on the California Standards Test.
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

- Director, Alternative Education
- Principal
- Coordinator of Categorical Programs

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Services	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical and Special Projects and Administrative Support	\$55

Action Title: Increase student engagement by reducing the student to staff ratio.

Means of Achievement: Increased educational opportunity

Tasks :

Provide under achieving students with additional academic support by increasing the Educational Assistants available hours in the academic day.

Measures :

- The number of High school graduates will increase.
- Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST).
- The percentage of students passing the California High School Exit Exam (CAHSEE) will increase.
- The percentage of students passing the California English Language Development Test (CELDT) will increase

People Assigned :

- Director, Alternative Education
- Principal
- Coordinator of Categorical Programs

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Additional hours for Educational Assistants	\$1,047
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Programs and Administrative Support	\$55

Alternative Placement Academy 2011-12 Single Plan For Student Achievement Report

Form A: Planned Improvements in Student Performance

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

Goal Area : English Language Development

Goal Title : All Limited English Proficient Students will become Proficient in English

The Alternative Placement Academy, in collaboration with the Coordinator of Multilingual Programs from the SCCOE Educational Services Department, has developed a master plan describing the English Learner (EL) program. The plan details how APA will implement program policies, EL Academic plans, curriculum, assessment tools as well as professional development to assure that all of our EL students become proficient in English.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All underachieving English Learner (EL) students

What is the expected growth?

The numbers of students passing the California English Language Development Test will increase.
Students' academic performance will improve as measured on standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.
The percentage of students passing the California High School Exit Exam will increase.

What data will be collected to measure student achievement?

Performance of underachieving EL students on CELDT, CST in ELA, and course completion

What process will you use to monitor and evaluate the data?

CELDT Results
CAHSEE Results

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Provide English Learners with Supplemental Materials to help Them Master Grade Level Standards

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Evaluate current core and supplemental curriculum and determine what; materials, software, instructional supplies, equipment, etc. are needed to help underachieving English Learner students master grade-level academic standards.

Measures :

The numbers of students passing the California English Language Development Test will increase.
 Students' academic performance will improve as measured on standards aligned formative assessments
 Students' academic performance will improve as measured on the California Standards Test.
 The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director of Alternative Schools
 Principal
 Teacher
 Coordinator of Categorical and Special Projects

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Materials and Supplies	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical and Special Projects and Administrative Support	\$55

Action Title: Support English Language Development with Real-Life Experiences via Fieldtrips

Means of Achievement: Increased educational opportunity

Tasks :

Support underachieving English Learner students' English Language Development with real-life experiences in community based education via trips to museums, and other educational settings that are specifically aligned to core curriculum.

Measures :

The numbers of students passing the California English Language Development Test will increase.
 Students' academic performance will improve as measured on standards aligned formative assessments
 Students' academic performance will improve as measured on the California Standards Test.
 The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

The Director of Alternative Schools
 Principal
 Teacher
 Coordinator of Categorical and Special Projects

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Fieldtrip Expenditures	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical and Special Projects and Administrative Support	\$55

Action Title: Provide Students with Supplemental Services to Master Grade Level Standards

Means of Achievement: Auxiliary services for students and parents

Tasks :

Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving students perform at grade level.

Measures :

- Students' academic performance will improve as measured in standards aligned formative assessments
- Students' academic performance will improve as measured on the California Standards Test.
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

- Director, Alternative Education
- Principal
- Coordinator of Categorical Programs

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Services	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical and Special Projects and Administrative Support	\$55

Action Title: Increase student engagement by reducing the student to staff ratio.

Means of Achievement: Increased educational opportunity

Tasks :

Provide under achieving students with additional academic support by increasing the Educational Assistants available hours in the academic day.

Measures :

- The number of High school graduates will increase.
- Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST).
- The percentage of students passing the California High School Exit Exam (CAHSEE) will increase.
- The percentage of students passing the California English Language Development Test (CELDT) will increase

People Assigned :

- Director, Alternative Education
- Principal
- Coordinator of Categorical Programs

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Additional hours for Educational Assistants	\$1,047
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical and Special Projects and Administrative Support	\$55

Alternative Placement Academy 2011-12 Single Plan For Student Achievement Report

Form A: Planned Improvements in Student Performance

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

Goal Area : School Climate

Goal Title : Students will be Educated in Learning Environments that are Conducive to Learning

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All underachieving students

What is the expected growth?

The attendance rate will improve

The number of reported disruptive incidences will decrease

The numbers of students passing the California English Language Development Test will increase.

Students' academic performance will improve as measured on standards aligned formative assessments

Students' academic performance will improve as measured on the California Standards Test.

The percentage of students passing the California High School Exit Exam will increase.

What data will be collected to measure student achievement?

Incident Reports

Attendance Reports

What process will you use to monitor and evaluate the data?

Attendance Cates

Incident Reports

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Provide Students with Supplemental Materials to Support Safe Learning Environments

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Evaluate current core and supplemental curriculum and determine what; materials, software, instructional supplies, equipment, etc. are needed to help underachieving students stay focused, make positive life decisions, and improve the school climate.

Measures :

The number of incident reports will decrease.

The attendance rate will increase.

The numbers of students passing the California English Language Development Test will increase.

Students' academic performance will improve as measured on standards aligned formative assessments

Students' academic performance will improve as measured on the California Standards Test.

The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director of Alternative Schools

Principal

Teacher

Coordinator of Categorical and Special Projects

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Materials and Supplies	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical and Special Projects and Administrative Support	\$55

Action Title: Motivate and Educate Students with Real-Life Experiences via Fieldtrips

Means of Achievement: Increased educational opportunity

Tasks :

Motivate underachieving students with real-life experiences in community based education via trips to museums and other educational settings that are specifically aligned to core curriculum.

Measures :

The number of incident reports will decrease.

The attendance rate will increase.

The numbers of students passing the California English Language Development Test will increase.

Students' academic performance will improve as measured on standards aligned formative assessments

Students' academic performance will improve as measured on the California Standards Test.

The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director of Alternative Schools

Principal

Teacher

Coordinator of Categorical and Special Projects

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Fieldtrip Expenditures	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical and Special Projects and Administrative Support	\$55

Action Title: Provide Students with Supplemental Services to Master Grade Level Standards

Means of Achievement: Auxiliary services for students and parents

Tasks :

Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving students perform at grade level.

Measures :

- Students' academic performance will improve as measured in standards aligned formative assessments
- Students' academic performance will improve as measured on the California Standards Test.
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

- Director, Alternative Education
- Principal
- Coordinator of Categorical Programs

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Services	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical and Special Projects and Administrative Support	\$55

Action Title: Increase student engagement by reducing the student to staff ratio.

Means of Achievement: Extended learning time

Tasks :

Provide under achieving students with additional academic support by increasing the Educational Assistants available hours in the academic day.

Measures :

- The number of High school graduates will increase.
- Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST).
- The percentage of students passing the California High School Exit Exam (CAHSEE) will increase.
- The percentage of students passing the California English Language Development Test (CELDT) will increase

People Assigned :

- Director, Alternative Education
- Principal
- Coordinator of Categorical Programs

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Additional hours for Educational Assistants	\$1,047
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical and Special Projects and Administrative Support	\$55

Alternative Placement Academy 2011-12

Single Plan For Student Achievement Report

Form A: Planned Improvements in Student Performance

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

Goal Area : Other

Goal Title : All Students will Graduate from High School

Alternative Placement Academy will reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. The utilization of Student Success Plans (SSPs) will help to support students in achieving graduation or its equivalency through the process of completing an educational plan to get the most from the time they are enrolled in one of the sites. Students will be given the opportunity to participate in a Credit Recovery Program to earn specific credits in courses in addition to the regular courses offered during the school day. The California High School Exit Exam (CAHSEE) is offered 3 times during the school year as well as 1 time during the summer to maximize passing rates.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All underachieving students

What is the expected growth?

The percentage of students passing the California High School Exit Exam will increase.
The numbers of students passing the California English Language Development Test will increase.
Students' academic performance will improve as measured on standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.

What data will be collected to measure student achievement?

California High School Exit Exam data
Graduation Rate data

What process will you use to monitor and evaluate the data?

California High School Exit Exam Passing Rate
Graduation Rate

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Provide Students with Supplemental Materials to Help Them Master the Requirements for Graduation

Means of Achievement: Alignment of instruction with content standards

Tasks :

Evaluate current core and supplemental curriculum and determine what; materials, software, instructional supplies, equipment, etc. are needed to help underachieving students master the academic standards required for graduation.

Measures :

The percentage of students passing the California High School Exit Exam will increase.

The graduation rate will increase.

Students' academic performance will improve as measured on standards aligned formative assessments

Students' academic performance will improve as measured on the California Standards Test.

People Assigned :

Director of Alternative Schools

Principal

Teacher

Coordinator of Categorical and Special Projects

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Materials and Supplies	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical and Special Projects and Administrative Support	\$55

Action Title: Support the High School Academic Graduation Requirements with Real-Life Experiences via Fieldtrips

Means of Achievement: Increased educational opportunity

Tasks :

Assist underachieving students in mastering the High School Academic Graduation requirements with real-life experiences in community based education via trips to museums and other educational settings that are specifically aligned to core curriculum.

Measures :

The percentage of students passing the California High School Exit Exam will increase.
The numbers of students passing the California English Language Development Test will increase.
Students' academic performance will improve as measured on standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.

People Assigned :

The Director of Alternative Schools
Principal
Teacher
Coordinator of Categorical and Special Projects

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Fieldtrip Expenditures	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical and Special Projects and Administrative Support	\$54

Action Title: Provide Students with Supplemental Services to Master Grade Level Standards

Means of Achievement: Auxiliary services for students and parents

Tasks :

Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving students perform at grade level.

Measures :

- Students' academic performance will improve as measured in standards aligned formative assessments
- Students' academic performance will improve as measured on the California Standards Test.
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

- Director, Alternative Education
- Principal
- Coordinator of Categorical Programs

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Services	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical and Special Projects and Administrative Support	\$54

Action Title: Increase student engagement by reducing the student to staff ratio.

Means of Achievement: Extended learning time

Tasks :

Provide under achieving students with additional academic support by increasing the Educational Assistants available hours in the academic day.

Measures :

- The number of High school graduates will increase.
- Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST).
- The percentage of students passing the California High School Exit Exam (CAHSEE) will increase.
- The percentage of students passing the California English Language Development Test (CELDT) will increase

People Assigned :

- Director, Alternative Education
- Principal
- Coordinator of Categorical Programs

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Additional hours for Educational Assistants	\$1,047
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical and Special Projects and Administrative Support	\$54

Alternative Placement Academy 2011-12 Single Plan For Student Achievement Report

Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$6,332

Total Annual Expenditures for Current School Plan: \$6,332

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$6,332	\$6,332	\$0
	Increase student engagement by reducing the student to staff ratio.		\$5,509	
	Motivate and Educate Students with Real-Life Experiences via Fieldtrips		\$55	
	Provide English Learners with Supplemental Materials to help Them Master Grade Level Standards		\$55	
	Provide Students with Supplemental Materials to Help Them Master the English Language Art Standards		\$55	
	Provide Students with Supplemental Materials to Help Them Master the Math Standards		\$55	
	Provide Students with Supplemental Materials to Help Them Master the Requirements for Graduation		\$55	
	Provide Students with Supplemental Materials to Support Safe Learning Environments		\$55	
	Provide Students with Supplemental Services to Master Grade Level Standards		\$274	
	Support English Language Arts Curriculum with Real-Life Experiences via Fieldtrips		\$55	
	Support English Language Development with Real-Life Experiences via Fieldtrips		\$55	
	Support Math Curriculum with Real-Life Experiences vis Fiedltrips		\$55	
	Support the High School Academic Graduation Requirements with Real-Life Experiences via Fieldtrips		\$54	
Total amount of categorical funds allocated to this school:		\$6,332	\$6,332	\$0

Analysis of Current Educational Practice

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA):

State assessments were reviewed at the beginning of the school year and goals were established. The teacher developed personal goals based on standards analysis. Local benchmark assessments are taken throughout the year. The school is to developing strategies to provide differentiated instruction for students not meeting mastery.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

The school uses system of frequent formative assessments and local benchmark assessments aligned to standards that provides timely data on students' progress. Results from these assessments are used to inform the teacher on the students' progress, and the effectiveness of instruction.

3. Status of meeting requirements for highly qualified staff (ESEA):

At this school, 100% of teachers of core academic subjects qualify as Highly Qualified Teachers. All teachers of core academic subjects possess at least a bachelor's degree, hold the appropriate credential for the academic subjects they teach, and have demonstrated knowledge and competence in the subjects they teach.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

5. Sufficiency of credentialed teachers and teacher professional development (e.g. access to AB 466 training on SBE-adopted instructional materials) (EPC):

The district provides additional hours of professional development for in all subject areas, grade levels, and ELD, that focuses on curricular and instructional materials.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

We have a comprehensive staff development program that is supported in our calendar and is aligned with our school plan goals. The process of the school plan supports our analysis of data to establish goals for the following year.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

The district provides instructional assistance and ongoing support to teachers of all subjects and grade levels. Teachers receive professional development from content experts from the Educational Services Branch to deepen their knowledge about the subject content and delivery of instruction.

8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

9. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

The school utilizes textbooks and supplemental materials that are aligned with state standards in English language arts, mathematics, and science.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

The school complies with and monitors the daily implementation of instructional time for English language arts and mathematics core programs, the intensive interventions, as well as additional time for strategic support and ELD for identified English Learners. This time is given priority during the school day.

11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

The district prepares, distributes, and monitors the use of the annual instructional/assessment pacing guide being used for all subjects, including strategic support and intensive intervention reading and mathematics programs, in order for all teachers to follow a common sequence of instruction and assessment.

12. Availability of standards-based instructional materials appropriate to all student groups (ESEA):

Every student has access to standards-based instructional materials appropriate to his or her student group description, which include English Learners and Title I.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

Alternative Placement Academy 2011-12

Single Plan For Student Achievement Report

The school provides universal access to the current core subject programs, and the ancillary materials for those programs. The school also provides the current intensive interventions for English language arts, ELD, and mathematics. These programs are implemented as designed and are documented to be in daily use in every classroom, with materials for every student.

14. Services provided by the regular program that enable underperforming students to meet standards (ESEA):

Daily classroom activity includes differentiated instruction for under-performing students to accelerate their learning.

15. Research-based educational practices to raise student achievement at this school (ESEA):

16. Resources available from family, school, district, and community to assist under-achieving students (ESEA):

17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

The staff and School Site Council (SSC) annually review student performance data and analyze current instructional programs to determine goals for the following school year. Services and activities designed to improve academic performance are established, and categorical funds are allocated based on the priority of the service or activity.

18. Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

19. Fiscal support (EPC):

The school's and the district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in reading and language arts, ELD, mathematics, as specified in the Single Plan for Student Achievement.

Nine Essential Program Components

1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and * English Language Development materials.
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.
4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of EPCs.