Santa Clara County Juvenile Hall School  
Santa Clara County Office of Education District

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

Principal:
David Wong & Todd Farr

Address:
840 Guadalupe Parkway
San Jose, CA  95110

Phone:
408-573-3070

Email:
david_wong@sccoe.org

Website:
### English-Language Arts

<table>
<thead>
<tr>
<th>Goals and Actions</th>
<th>Start Date</th>
<th>Completion Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All students will reach high standards in English Language Arts by 2013-14</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase student engagement by reducing the student to staff ratio</td>
<td>7/1/2011</td>
<td>6/29/2012</td>
<td>$7,927</td>
</tr>
<tr>
<td>Provide underachieving students with counseling services to help them stay focused and motivated</td>
<td>7/1/2011</td>
<td>6/29/2012</td>
<td>$16,551</td>
</tr>
<tr>
<td>Improve student preparation to California High School Exit Exam</td>
<td>7/1/2011</td>
<td>6/29/2012</td>
<td>$15,301</td>
</tr>
<tr>
<td>Ensure staff, parent, and community engagement</td>
<td>7/1/2011</td>
<td>6/29/2012</td>
<td>$6,551</td>
</tr>
<tr>
<td>Provide students with supplemental materials and supplies to help them perform at grade level.</td>
<td>7/1/2011</td>
<td>6/29/2012</td>
<td>$1,840</td>
</tr>
<tr>
<td>Provide underachieving students with supplemental services to help them master the grade level standard</td>
<td>7/1/2011</td>
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</tr>
<tr>
<td>Provide opportunities for professional development and professional collaboration</td>
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### Mathematics

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<td><strong>All students will reach high standards in Mathematics by 2013-14</strong></td>
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<td>Ensure staff, parent, and community engagement</td>
<td>7/1/2011</td>
<td>6/29/2012</td>
<td>$6,550</td>
</tr>
<tr>
<td>Provide students with supplemental materials and supplies to help them perform at grade level.</td>
<td>7/1/2010</td>
<td>6/29/2012</td>
<td>$1,839</td>
</tr>
<tr>
<td>Provide underachieving students with supplemental services to help them master the grade level standard</td>
<td>7/1/2010</td>
<td>6/29/2012</td>
<td>$1,839</td>
</tr>
<tr>
<td>Provide opportunities for professional development and professional collaboration</td>
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### English Language Development

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</tr>
</thead>
<tbody>
<tr>
<td><strong>All Limited - English Proficient Student will become Proficient in English</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase student engagement by reducing the student to staff ratio</td>
<td>7/1/2011</td>
<td>6/29/2012</td>
<td>$7,926</td>
</tr>
<tr>
<td>Improve student preparation to California High School Exit Exam</td>
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<td>$15,300</td>
</tr>
<tr>
<td>Ensure staff, parent, and community engagement</td>
<td>7/1/2011</td>
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<td>$6,550</td>
</tr>
<tr>
<td>Provide opportunities for professional development and professional collaboration</td>
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<td>6/29/2012</td>
<td>$6,550</td>
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<tr>
<td>Provide students with supplemental materials and supplies to help them perform at grade level.</td>
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<td>6/29/2012</td>
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<tr>
<td>Provide underachieving students with supplemental services to help them master the grade level standard</td>
<td>7/1/2011</td>
<td>6/29/2012</td>
<td>$15,431</td>
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## School Climate

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Start Date</th>
<th>End Date</th>
<th>Expenditure</th>
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<tbody>
<tr>
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<td>$16,550</td>
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<td>Ensure staff, parent, and community engagement</td>
<td>7/1/2011</td>
<td>6/29/2012</td>
<td>$12,154</td>
</tr>
<tr>
<td>Provide students with supplemental materials and supplies to motivate and focus students.</td>
<td>7/1/2010</td>
<td>6/29/2012</td>
<td>$1,839</td>
</tr>
<tr>
<td>Provide underachieving students with supplemental services to help them master the grade level stand</td>
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## Other

<table>
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<tr>
<th>Activity Description</th>
<th>Start Date</th>
<th>End Date</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will graduate from High School.</td>
<td>7/1/2011</td>
<td>6/29/2012</td>
<td>$7,926</td>
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<td>$16,550</td>
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<td>Provide underachieving students with supplemental services to help them master the grade level stand</td>
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<td>6/29/2012</td>
<td>$1,840</td>
</tr>
<tr>
<td>Increase Student Engagement by Providing Real Life Applications to the Value of an Education</td>
<td>7/1/2011</td>
<td>6/29/2012</td>
<td>$33,550</td>
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<td>Provide opportunities for professional development and professional collaboration</td>
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**Total Annual Expenditures for Current Site Plan: $305,716.00**
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 and mathematics, by 2013-14

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

The data from the California Standards Test (CST) was used to form this goal.

![Graph showing CST English-Language Arts from 2008 to 2010 Students Percent Proficient or Above]
All underachieving students.

Who are the focus students?
All underachieving students.

What is the expected growth?
Each year all significant underachieving student subgroups will decrease the number of students performing below the expected proficient level by 33%. Maintaining this yearly rate of improvement will enable all students to attain proficiency or better by 2013-2014.

What data will be collected to measure student achievement?
Subject Grades
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 CST results.

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?
All of the members of the School Site Council were involved in analyzing the data and in the development of this goal.

Which stakeholders were involved in analyzing data and developing this goal?
All of the members of the School Site Council were involved in analyzing the data and in the development of this goal.
Actions to improve achievement to exit program improvement (if applicable).

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

Means of Achievement: Increased educational opportunity

Tasks:
Provide additional Instructional Assistant support in the academic day.

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

People Assigned:
Site administrators

Start Date: 7/1/2011  Completion Date: 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
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<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Educational Assistant Salaries</td>
<td>$6,376</td>
</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Coordinator of Categorical Programs and Admin Support</td>
<td>$1,551</td>
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</table>

Action Title: Provide underachieving students with counseling services to help them stay focused and motivated

Means of Achievement: Auxiliary services for students and parents

Tasks:
Increase the level of counseling services to help underachieving students stay focused and motivated.

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

People Assigned:
Site administrators

Start Date: 7/1/2011  Completion Date: 6/29/2012

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<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Salaries and/or stipends</td>
<td>$15,000</td>
</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Coordinator of Categorical Programs and Admin Support</td>
<td>$1,551</td>
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</table>
### Action Title: Improve student preparation to California High School Exit Exam

**Means of Achievement: Increased educational opportunity**

**Tasks:**
- Increase the quality and frequency of CAHSEE preparation services

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

**People Assigned:**
- Site administrator

**Start Date:** 7/1/2011  
**Completion Date:** 6/29/2012

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<th>Funding Resources</th>
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<td>Coordinator of Categorical Programs and Admin Support</td>
<td>$1,551</td>
</tr>
<tr>
<td>Economic Impact Aid (EIA)</td>
<td>Teacher Hourly</td>
<td>$13,750</td>
</tr>
</tbody>
</table>

### Action Title: Ensure staff, parent, and community engagement

**Means of Achievement: Involvement of staff, parents and community**

**Tasks:**
- Establish formalized structures for staff, parent and community participation in school governance
- Provide parent education workshops to help parents support the academic process

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

**People Assigned:**
- Coordinator of Categorical and Special Projects
- Site Administrators

**Start Date:** 7/1/2011  
**Completion Date:** 6/29/2012

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<th>Funding Resources</th>
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<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Coordinator of Categorical Programs and Admin Support</td>
<td>$1,551</td>
</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Parent Engagement Programs, i.e. Parent Project</td>
<td>$5,000</td>
</tr>
</tbody>
</table>
**Action Title: Provide students with supplemental materials and supplies to help them perform at grade level.**

**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. is needed to make the curriculum more accessible for underachieving students.

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

**People Assigned:**
Site Administrators
Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2011  
**Completion Date:** 6/29/2012

<table>
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<tr>
<th>Funding Resources</th>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Coordinator of Categorical Programs and Admin Support</td>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Supplemental Materials</td>
<td>$289</td>
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</table>

**Action Title: Provide underachieving students with supplemental services to help them master the grade level standard.**

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

**People Assigned:**
Site Administrators
Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2011  
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Supplemental Services</td>
<td>$289</td>
</tr>
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</table>
Action Title: Provide opportunities for professional development and professional collaboration

Means of Achievement: Staff development and professional collaboration

Tasks:
1. Train teachers on the use of standards-aligned curriculum and supplemental materials.
2. Train staff on analysis of summative assessment results (CST, CAPA, and CAHSEE) and on analysis of formative assessment results from common assessments.
3. Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development.
4. Provide educational assistants training in intervention strategies for targeted students.
5. Provide collaborative meeting time to focus on the following:
   a. Implementation of the standards driven curriculum and intervention programs
   b. Use of effective researched-based instructional practices to meet the diverse needs of our alternative student population
   c. Sharing of curricular materials and instructional approaches
   d. Examine student work samples to ensure that students are mastering grade level standards

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

People Assigned:
Director, Alternative Education
Principal
Educational Services Branch Coordinators
Coordinator of Categorical Programs

Start Date: 7/1/2011  Completion Date: 6/29/2012

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<th>Funding Resources</th>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
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<td>Coordinator of Categorical Programs and Admin Support</td>
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<tr>
<td>Economic Impact Aid (EIA)</td>
<td>Hourly, Stipends, Materials, Contracts, etc.</td>
<td>$4,025</td>
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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 2013-2014.

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

The results from the California Standards test was used to form this goal.
How does this goal align to your Local Educational Agency Plan goals?

This goal is included in our 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?

All members of the School Site Council were involved in the data analysis and the development of this goal.

Who are the focus students?

All underachieving students

What is the expected growth?

Each year all significant underachieving student subgroups will decrease the number of students performing below the expected proficient level by 33%. Maintaining this yearly rate of improvement will enable all students to attain proficiency or better by 2013-2014.

What data will be collected to measure student achievement?

Subject Grades
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 results of the California Standards Test (CST).

Actions to improve achievement to exit program improvement (if applicable).
Action Title: Increase student engagement by reducing the student to staff ratio

Means of Achievement: Increased educational opportunity

Tasks:
Provide additional Educational Assistant support in the academic day.

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

People Assigned:
Site Administrators

Start Date: 7/1/2011  Completion Date: 6/29/2012

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</table>

Action Title: Provide students with counseling services to help them stay focused and motivated

Means of Achievement: Auxiliary services for students and parents

Tasks:
Increase the level of counseling services to help underachieving students stay focused and motivated.

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

People Assigned:
Site Administrators

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<td>Coordinator of Categorical Programs and Admin Support</td>
<td>$1,550</td>
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</table>
Action Title: Improve student preparation for the California High School Exit Exam

Means of Achievement: Alignment of instruction with content standards

Tasks:
Increase the quality and frequency of CAHSEE preparation services

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

People Assigned:
Site Administrators

Start Date: 7/1/2011  Completion Date: 6/29/2012

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Action Title: Ensure staff, parent, and community engagement

Means of Achievement: Involvement of staff, parents and community

Tasks:
Establish formalized structures for staff, parent and community participation in school governance
Provide parent education workshops to help parents support the academic process

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

People Assigned:
Coordinator of Categorical and Special Projects

Start Date: 7/1/2011  Completion Date: 6/29/2012

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**Action Title: Provide students with supplemental materials and supplies to help them perform at grade level.**

**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. is needed to make the curriculum more accessible for underachieving students.

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

**People Assigned:**
Site Administrators
Coordinator of Categorical and Special Projects

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<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Coordinator of Categorical Programs and Admin Support</td>
<td>$1,550</td>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Supplemental Materials Resources</td>
<td>$289</td>
</tr>
</tbody>
</table>

**Action Title: Provide underachieving students with supplemental services to help them master the grade level stand**

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

**People Assigned:**
Site Administrators
Coordinator of Categorical and Special Projects

<table>
<thead>
<tr>
<th>Start Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/1/2010</td>
<td>6/29/2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funding Resources</th>
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<th>Estimated Cost</th>
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<tbody>
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</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Supplemental Services</td>
<td>$289</td>
</tr>
</tbody>
</table>
**Action Title: Provide opportunities for professional development and professional collaboration**

**Means of Achievement: Staff development and professional collaboration**

**Tasks:**
1. Train teachers on the use of standards-aligned curriculum and supplemental materials.
2. Train staff on analysis of summative assessment results (CST, CAPA, and CAHSEE) and on analysis of formative assessment results from common assessments.
3. Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development
4. Provide educational assistants training in intervention strategies for targeted students
5. Provide collaborative meeting time to focus on the following:
   a. Implementation of the standards driven curriculum and intervention programs
   b. Use of effective researched-based instructional practices to meet the diverse needs of our alternative student population
   c. Sharing of curricular materials and instructional approaches
   d. Examine student work samples to ensure that students are mastering grade level standards

**Measures:**
1. Students’ academic performance will improve as measured on standards aligned formative assessments
2. Students’ academic performances will improve on the California Standards Test.
3. The percentage of students passing the California High School Exit Exam will increase.

**People Assigned:**
Director, Alternative Education
Principals
Educational Services Branch Coordinators
Coordinator of Categorical Programs

**Start Date:** 7/1/2011  
**Completion Date:** 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
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<td>Hourly, Stipends, Materials, Contracts, etc.</td>
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<tr>
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<td>$1,550</td>
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<tr>
<td>Economic Impact Aid (EIA)</td>
<td>Hourly, Stipends, Materials, Contracts, etc.</td>
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</table>
Goal Area: English Language Development

Goal Title: All Limited - English Proficient Student will become Proficient in English

All limited-English proficient students will become proficient in English. We will implement the newly created EL program that includes a master plan, program policies, EL Academic plans, curriculum, assessment tools, as well as professional development.

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

Results from the California Standards Test (CST) and the California English Language Development Test (CELDT) were used to form this goal.
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?
All members the School Site Council were involved in the analysis of the data and the development of this goal.

Who are the focus students?
All underachieving students

What is the expected growth?
Improvement in:
Student rate of completion of courses
Student performance on the CELDT
Student performance on the CST

What data will be collected to measure student achievement?
Performance of underachieving students on CELDT, CST in ELA, and student grades

What process will you use to monitor and evaluate the data?
Subject Grades
California Standards Test.
California High School Exit Exam

Actions to improve achievement to exit program improvement (if applicable).
**Action Title: Increase student engagement by reducing the student to staff ratio**

**Means of Achievement: Increased educational opportunity**

**Tasks:**
Provide additional Instructional Assistant support in the academic day.

**Measures:**
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:**
Site Administrators
Coordinator of English Language Learners
Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2011  
**Completion Date:** 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Educational Assistant Salaries</td>
<td>$6,376</td>
</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Coordinator of Categorical Programs and Admin Support</td>
<td>$1,550</td>
</tr>
</tbody>
</table>

**Action Title: Improve student preparation to California High School Exit Exam**

**Means of Achievement: Increased educational opportunity**

**Tasks:**
Increase the quality and frequency of CAHSEE preparation services

**Measures:**
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:**
Site Administrators
Coordinator of the English Language Learner Program
Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2011  
**Completion Date:** 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Coordinator of Categorical Programs and Admin Support</td>
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</tr>
<tr>
<td>Economic Impact Aid: Limited English Proficiency (LEP)</td>
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<td>$13,750</td>
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</tbody>
</table>
**Action Title: Ensure staff, parent, and community engagement**

**Means of Achievement: Involvement of staff, parents and community**

**Tasks:**
- Establish formalized structures for staff, parent and community participation in school governance
- Provide parent education workshops to help parents support the academic process

**Measures:**
- 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:**
- Site Administrators
- Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2011  
**Completion Date:** 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
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</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Parent Engagement Programs, i.e. Parent Project</td>
<td>$5,000</td>
</tr>
</tbody>
</table>
Action Title: Provide opportunities for professional development and professional collaboration

Means of Achievement: Alignment of instruction with content standards

Tasks:
1. Train teachers on the use of standards-aligned curriculum and supplemental materials.
2. Train staff on analysis of summative assessment results (CST, CAPA, CAHSEE, CELDT) and on analysis of formative assessment results from common assessments.
3. Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development.
4. Provide educational assistants training in intervention strategies for targeted students.
5. Provide collaborative meeting time to focus on the following:
   a. Implementation of the standards driven curriculum and intervention programs.
   b. Use of effective researched-based instructional practices to meet the diverse needs of our alternative student population.
   c. Sharing of curricular materials and instructional approaches.
   d. Examine student work samples to ensure that students are mastering grade level standards.

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

People Assigned:
Director, Alternative Education
Principals
Educational Services Branch Coordinators
Coordinator of Categorical Programs

Start Date: 7/1/2011        Completion Date: 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Coordinator of Categorical Programs and Admin Support</td>
<td>$1,550</td>
</tr>
<tr>
<td>Economic Impact Aid: Limited English Proficiency (LEP)</td>
<td>Hourly, Stipends, Materials, Contracts, etc.</td>
<td>$5,000</td>
</tr>
</tbody>
</table>
**Action Title:** Provide students with supplemental materials and supplies to help them perform at grade level.

**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. is needed to make the curriculum more accessible for underachieving students who are English learners.

**Measures:**
- Students’ academic performance will improve as measured on standards aligned formative assessments.
- Students’ academic performances will improve on the California Standards Test.
- The percentage of students passing the California High School Exit Exam will increase.
- Students’ scores on the California English Language Development test (CELDT) will improve.

**People Assigned:**
- Director, Alternative Education
- Site Administrators
- Coordinator of Categorical and Special Projects
- Coordinator of English Language Development

**Start Date:** 7/1/2011 **Completion Date:** 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Impact Aid: Limited English Proficiency (LEP)</td>
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<td>$15,431</td>
</tr>
</tbody>
</table>

**Action Title:** Provide underachieving students with supplemental services to help them master the grade level stand

**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 who are English learners perform at grade level.

**Measures:**
- Students’ academic performance will improve as measured on standards aligned formative assessments.
- Students’ academic performances will improve on the California Standards Test.
- The percentage of students passing the California High School Exit Exam will increase.
- Students’ results on the California English Language Development test will improve.

**People Assigned:**
- Director, Alternative Education
- Site Administrators
- Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2011 **Completion Date:** 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Impact Aid: Limited English Proficiency (LEP)</td>
<td>Supplemental Services</td>
<td>$15,431</td>
</tr>
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</table>
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: All students will be educated in learning environments that are safe, drug-free, and 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?

This goal was 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?

All members of the School Site Council participated in the data analysis and in the development of this goal.

Who are the focus students?

All underachieving students

What is the expected growth?

What data will be collected to measure student achievement?

Incident Reports
Subject Grades
California Standards Test.
California High School Exit Exam

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

Reduce number of incidence reports
Students’ academic performances will improve as measured by teacher grading.
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.

Actions to improve achievement to exit program improvement (if applicable).
**Action Title: Increase student engagement by reducing the student to staff ratio**

**Means of Achievement: Alignment of instruction with content standards**

**Tasks:**
Provide additional Educational Assistant support in the academic day.

**Measures:**
The number of disruptive campus incidences will decrease.
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:**
Site Administrators

**Start Date:** 7/1/2011  
**Completion Date:** 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
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</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Educational Assistant Salaries</td>
<td>$6,376</td>
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<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Coordinator of Categorical Programs and Admin Support</td>
<td>$1,550</td>
</tr>
</tbody>
</table>

**Action Title: Provide students with counseling services to help them stay focused and motivated**

**Means of Achievement: Auxiliary services for students and parents**

**Tasks:**
Increase the level of counseling services to help underachieving students stay focused and motivated.

**Measures:**
The number of disruptive school incidences will decrease.
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:**
Site Administrators

**Start Date:** 7/1/2011  
**Completion Date:** 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Supplemental Counseling Services</td>
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<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Coordinator of Categorical Programs and Admin Support</td>
<td>$1,550</td>
</tr>
</tbody>
</table>
Action Title: Ensure staff, parent, and community engagement

Means of Achievement: Involvement of staff, parents and community

Tasks:
Establish formalized structures for staff, parent and community participation in school governance. Provide parent education workshops to help parents support the academic process.

Measures:
The number of disruptive school incidences will be reduced.
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:
Site Administrators
Coordinator of Categorical and Special Project

Start Date: 7/1/2011  Completion Date: 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
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<td>Parent Engagement Programs, i.e. Parent Project</td>
<td>$5,000</td>
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</table>
**Action Title:** Provide students with supplemental materials and supplies to motivate and focus students.

**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. is needed to motivate students to master grade level curriculum.

**Measures:**
The number of disruptive incidences will decrease. 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:**
Site Administrators
Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2010  
**Completion Date:** 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
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<th>Estimated Cost</th>
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<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Coordinator of Categorical Programs and Admin Support</td>
<td>$1,550</td>
</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Supplemental Material Resources</td>
<td>$289</td>
</tr>
</tbody>
</table>
**Action Title:** Provide underachieving students with supplemental services to help them master the 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 stay motivated and focused on their learning.

**Measures:**
The number of disruptive incidences will decrease.
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:**
Site Administrators
Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2010 & **Completion Date:** 6/29/2012

**Funding Resources**

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
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</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Supplemental Services</td>
<td>$289</td>
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</table>
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.

All students will graduate from High school.

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

Results from the California Standards Test (CST) and the California High School Exit Exame (CAHSEE) were used to form this goal.
California
CAHSEE English-Language Arts
2008 to 2010 Percent of Students Passing by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>2008 %</th>
<th>2008 #</th>
<th>2009 %</th>
<th>2009 #</th>
<th>2010 %</th>
<th>2010 #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighted Avg.</td>
<td>81 %</td>
<td>488,682</td>
<td>81 %</td>
<td>473,445</td>
<td>81 %</td>
<td>385,196</td>
</tr>
<tr>
<td>Grade 10</td>
<td>79 %</td>
<td>375,721</td>
<td>79 %</td>
<td>377,637</td>
<td>79 %</td>
<td>364,417</td>
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<tr>
<td>Grade 11</td>
<td>38 %</td>
<td>64,944</td>
<td>38 %</td>
<td>59,417</td>
<td>38 %</td>
<td>53,776</td>
</tr>
<tr>
<td>Grade 12</td>
<td>29 %</td>
<td>43,641</td>
<td>29 %</td>
<td>34,776</td>
<td>29 %</td>
<td>30,141</td>
</tr>
<tr>
<td>Adult Ed</td>
<td>47 %</td>
<td>8,444</td>
<td>47 %</td>
<td>8,514</td>
<td>47 %</td>
<td>7,444</td>
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<tr>
<td>Grade Unknown</td>
<td>68 %</td>
<td>106</td>
<td>68 %</td>
<td></td>
<td>68 %</td>
<td></td>
</tr>
</tbody>
</table>

Santa Clara County Juvenile Hall School
CAHSEE Mathematics: Grade 10 Students
2008 to 2010 Percent of Students Passing

<table>
<thead>
<tr>
<th>Grade</th>
<th>2008 %</th>
<th>2008 #</th>
<th>2009 %</th>
<th>2009 #</th>
<th>2010 %</th>
<th>2010 #</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>46 %</td>
<td>37</td>
<td>43 %</td>
<td>32</td>
<td>43 %</td>
<td>30</td>
</tr>
<tr>
<td>Af Amer</td>
<td>39 %</td>
<td>4</td>
<td>39 %</td>
<td>21</td>
<td>43 %</td>
<td>20</td>
</tr>
<tr>
<td>Asian</td>
<td>43 %</td>
<td>38</td>
<td>32 %</td>
<td>24</td>
<td>43 %</td>
<td>20</td>
</tr>
<tr>
<td>Filipino</td>
<td>38 %</td>
<td>32</td>
<td>32 %</td>
<td>21</td>
<td>43 %</td>
<td>20</td>
</tr>
<tr>
<td>Hispanic</td>
<td>27 %</td>
<td>27</td>
<td>24 %</td>
<td>21</td>
<td>43 %</td>
<td>20</td>
</tr>
<tr>
<td>Pac Isl</td>
<td>24 %</td>
<td>24</td>
<td>21</td>
<td>21</td>
<td>43 %</td>
<td>20</td>
</tr>
<tr>
<td>White</td>
<td>20 %</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>43 %</td>
<td>20</td>
</tr>
</tbody>
</table>

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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?
All members of the School Site Council participated in the data analysis and the development of this goal.

Who are the focus students?
All underachieving students.

What is the expected growth?

What data will be collected to measure student achievement?
High School Graduation Rate
Passing rate on the California High School Exit Exam (CAHSEE)

What process will you use to monitor and evaluate the data?
High School Graduation Rate
Passing rate on the California High School Exit Exam (CAHSEE)

Actions to improve achievement to exit program improvement (if applicable).
**Action Title: Increase student engagement by reducing the student to staff ratio**

**Means of Achievement: Increased educational opportunity**

**Tasks:**
Provide additional Educational Assistant support in the academic day.

**Measures:**
The percentage 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:**
Site Administrators

**Start Date:** 7/1/2011  
**Completion Date:** 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Educational Assistant Salaries</td>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Coordinator of Categorical Programs and Admin Support</td>
<td>$1,550</td>
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</tbody>
</table>

**Action Title: Provide students with counseling services to help them stay focused and motivated**

**Means of Achievement: Auxiliary services for students and parents**

**Tasks:**
Increase the level of counseling services to help underachieving students stay focused and motivated.

**Measures:**
The percentage 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:**
Site Administrators

**Start Date:** 7/1/2011  
**Completion Date:** 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Supplemental Counseling Services</td>
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<tr>
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<td>Coordinator of Categorical Programs and Admin Support</td>
<td>$1,550</td>
</tr>
</tbody>
</table>
Action Title: Improve student preparation to California High School Exit Exam

Means of Achievement: Extended learning time

Tasks:
Increase the quality and frequency of CAHSEE preparation services

Measures:
The percentage 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:
Site Administrators

Start Date: 7/1/2011  Completion Date: 6/17/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
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<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
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</tr>
<tr>
<td>Economic Impact Aid (EIA)</td>
<td>Teacher Hourly</td>
<td>$13,750</td>
</tr>
</tbody>
</table>

Action Title: Ensure staff, parent, and community engagement

Means of Achievement: Staff development and professional collaboration

Tasks:
Establish formalized structures for staff, parent and community participation in school governance
Provide parent education workshops to help parents support the academic process

Measures:
The percentage 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:
Site Administrators
Coordinator of Categorical and Special Projects

Start Date: 7/1/2011  Completion Date: 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
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</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Coordinator of Categorical Programs and Admin Support</td>
<td>$1,550</td>
</tr>
</tbody>
</table>
**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. is needed to make the curriculum more accessible for underachieving students.

**Measures:**
The percentage 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:**
Site Administrators
Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2010  
**Completion Date:** 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Supplemental Resource Materials</td>
<td>$289</td>
</tr>
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</table>
**Action Title: Provide underachieving students with supplemental services to help them master the grade level stand**

**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:**
- The percentage 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:**
Site Administrators
Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2010  
**Completion Date:** 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
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</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
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</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Supplemental Services</td>
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</table>

**Action Title: Increase Student Engagement by Providing Real Life Applications to the Value of an Education**

**Means of Achievement: Auxiliary services for students and parents**

**Tasks:**
Hire a Job Developer at the Odyssey site to provide students with opportunities to see the value of an education in the job market.

**Measures:**
- High School Graduation Rate
- Passing rate on the California High School Exit Exam (CAHSEE)

**People Assigned:**
Director of Alternative Schools Department
Principals
Counselors
Coordinator of Categorical and Special Assignments

**Start Date:** 7/1/2011  
**Completion Date:** 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
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<tbody>
<tr>
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<td>Job Developer Position</td>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Coordinator of Categorical Programs and Admin Support</td>
<td>$1,550</td>
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</table>
**Action Title: Provide opportunities for professional development and professional collaboration**

**Means of Achievement: Staff development and professional collaboration**

**Tasks:**
1. Train teachers on the use of standards-aligned curriculum and supplemental materials.
2. Train staff on analysis of summative assessment results (CST, CAPA, and CAHSEE) and on analysis of formative assessment results from common assessments.
3. Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development.
4. Provide educational assistants training in intervention strategies for targeted students.
5. Provide collaborative meeting time to focus on the following:
   a. Implementation of the standards driven curriculum and intervention programs
   b. Use of effective researched-based instructional practices to meet the diverse needs of our alternative student population
   c. Sharing of curricular materials and instructional approaches
   d. Examine student work samples to ensure that students are mastering grade level standards

**Measures:**
1. Students’ academic performance will improve as measured on standards aligned formative assessments
2. Students’ academic performances will improve on the California Standards Test.
3. The percentage of students passing the California High School Exit Exam will increase.

**People Assigned:**
Director, Alternative Education
Principals
Educational Services Branch Coordinators
Coordinator of Categorical Programs

**Start Date:** 7/1/2011  **Completion Date:** 6/29/2012

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
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<tr>
<td>Economic Impact Aid (EIA)</td>
<td>Hourly, Stipends, Materials, Contracts, etc.</td>
<td>$4,024</td>
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## Funding Programs Included in this Plan

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

### Total Site Plan Budget:
$305,716

### Total Annual Expenditures for Current School Plan:
$305,716

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<thead>
<tr>
<th>Funding Resource Code</th>
<th>Funding Resource Description</th>
<th>Funding Allocation</th>
<th>Budgeted Allocation</th>
<th>Balance Available</th>
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<td></td>
<td>Ensure staff, parent, and community engagement</td>
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<tr>
<td></td>
<td>Improve student preparation for the California High School Exit Exam</td>
<td>$1,550</td>
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<tr>
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<td>$4,651</td>
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<td>Increase Student Engagement by Providing Real Life Applications to the Value of an Education</td>
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<td>Increase student engagement by reducing the student to staff ratio</td>
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<td></td>
<td>Provide opportunities for professional development and professional collaboration</td>
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<td>Provide students with counseling services to help them stay focused and motivated</td>
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<td>Provide students with supplemental materials and supplies to help them perform at grade level.</td>
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<td></td>
<td>Provide students with supplemental materials and supplies to motivate and focus students.</td>
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<td>Provide underachieving students with counseling services to help them stay focused and motivated.</td>
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<td>Provide underachieving students with supplemental services to help them master the grade level stand.</td>
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<td>7091</td>
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<td></td>
<td>Improve student preparation to California High School Exit Exam</td>
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<td></td>
<td>Provide opportunities for professional development and professional collaboration</td>
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<tr>
<td></td>
<td>Provide students with supplemental materials and supplies to help them perform at grade level.</td>
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<tr>
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<td>Provide underachieving students with supplemental services to help them master the grade level stand.</td>
<td>$15,431</td>
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</table>
1. Use of state and local assessments to modify instruction and improve student achievement (ESEA):

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

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

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):

All classrooms are staffed with highly qualified teachers. Teachers of core academic subjects possess a bachelor's degree, hold an appropriate teaching credential, authorization, or intern certificate, and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers 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):

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 and work with coaches from the Educational Services branch in the classroom 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):

The district facilitates and supports structured collaboration meetings in order for all teachers to analyze, discuss, and utilize the results of the local assessment system to guide student placement, instructional planning and delivery, and progress monitoring.

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. Teachers use differentiated instruction to accelerate student learning in these subject areas. Student progress toward meeting state standards in English language arts, mathematics, and science is measured using a system of quarterly benchmark assessments and a summative assessment at the end of the year. These assessments are scaled in order to ensure proper monitoring of student growth throughout the year.

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

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

The school/district prepares, distributes, and monitors the use of the annual instructional/assessment pacing guide being used for each grade level 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):

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):

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. The school continually invites the community to participate in School advisory committees to review the school plan and provide input on ways the plan can meet the needs of students.

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

The staff and School Site Council (SSC) annually review student performance data to determine goals for the following school year. Services and activities needed to accelerate learning among underperforming students are determined for each goal. Categorical funds are then allocated based on the priority of the service or activity. Throughout the year, the SSC monitors the spending of these funds.

19. Fiscal support (EPC):

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/RA, 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.