

**2012-13  
SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**County Community School**

**Santa Clara County Office of Education District**

The District Governing Board  
approved this revision of the School  
Plan on: **6/20/2012**

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County Community 2012-13  
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
<b>English-Language Arts</b>			
<b>All Students will Reach High Standards in English Language Arts by 2013-14</b>			
Increase student engagement by providing real life applications to use English Language Art skills	7/1/2011	6/29/2012	\$720
Increase Student Engagement by Providing Independent Study Opportunities	7/1/2011	6/29/2012	\$720
Provide Student with Supplemental Materials to Help Them Perform at Grade Level	7/1/2011	6/29/2012	\$2,838
Provide Students with Supplemental Services to Master Grade Level Standards	7/1/2011	6/29/2012	\$2,838
Increase student engagement by reducing the student to staff ratio.	7/1/2011	6/29/2012	\$16,554
Ensure staff, parent, and community engagement	7/1/2012	6/28/2013	\$720
Provide opportunities for professional development and professional collaboration	7/1/2012	6/28/2013	\$720
<b>Mathematics</b>			
<b>All Students will Reach High Standards in Mathematics by 2013-14</b>			
Increase Student Engagement by Providing Real Life Applications to use Math Skills	7/1/2010	6/29/2012	\$1,838
Increase Student Engagement by Providing Independent Study Opportunities	7/1/2010	7/29/2012	\$720
Provide Students with Supplemental Materials to Help Them Master Grade Level Standards	7/1/2010	6/29/2012	\$2,838
Provide Students with Supplemental Services to Master Grade Level Standards	7/1/2011	6/29/2012	\$2,838
Increase student engagement by reducing the student to staff ratio.	7/1/2011	6/29/2012	\$16,554
Ensure staff, parent, and community engagement	7/1/2012	6/28/2013	\$720
Provide opportunities for professional development and professional collaboration	7/1/2012	6/28/2013	\$720
<b>English Language Development</b>			
<b>All Limited English Proficient Students will become Proficient in English</b>			
Increase Student Engagement by Providing Independent Study Opportunities	7/1/2010	6/29/2012	\$719
Provide English Learners with Supplemental Materials to Help Them Master Grade Level Standards	7/1/2010	6/29/2012	\$2,837
Provide English Learner Students with Supplemental Services to Help Them Master Grade Level Standard	7/1/2010	6/29/2012	\$2,837
Increase student engagement by reducing the student to staff ratio	7/1/2011	6/29/2012	\$16,553
Ensure staff, parent, and community engagement	7/1/2012	6/28/2013	\$719
Provide opportunities for professional development and professional collaboration	7/1/2012	6/28/2013	\$719

County Community 2012-13  
Single Plan For Student Achievement Report

<b>School Climate</b>			
<b>School Environments will be Safe, Drug-free, and Conducive to Learning</b>			
Increase Student Engagement by Providing Independent Study Opportunities	7/1/2010	6/29/2012	\$719
Provide Students with Supplemental Materials to Support Safe Learning Environments	7/1/2010	6/29/2012	\$2,837
Provide Students with Supplemental Services to Support Safe Learning Environments	7/1/2010	6/29/2012	\$2,837
Increase student engagement by reducing the student to staff ratio	7/1/2011	6/29/2012	\$16,553
Ensure staff, parent, and community engagement	7/1/2012	6/28/2013	\$719
Provide opportunities for professional development and professional collaboration	7/1/2012	6/28/2013	\$719
<b>Other</b>			
<b>All Students will Graduate from High School</b>			
Increase Student Engagement by Providing Real Life Applications to the Value of an Education	7/1/2010	6/29/2012	\$719
Increase Student Engagement by Providing Independent Study Opportunities	7/1/2010	6/29/2012	\$719
Provide Students with Supplemental Materials to Help Them Master the Requirements for Graduation	7/1/2010	6/29/2012	\$2,837
Provide Students with Supplemental Services to Help Them Master the Requirements for Graduation	7/1/2010	6/29/2012	\$2,837
Increase student engagement by reducing the student to staff ratio	7/1/2011	6/29/2012	\$16,552
Ensure staff, parent, and community engagement	7/1/2012	6/28/2013	\$719
Provide opportunities for professional development and professional collaboration	7/1/2012	6/28/2013	\$719
<b>Total Annual Expenditures for Current Site Plan: \$125,208.00</b>			

## 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

On the CST ELA, the percentage of students performing below proficient will decrease from 97% to 87% by June 2011. The percent of students performing at proficient or above will increase from 3% to 13%. Among English Learners and Economically disadvantaged the percentage of each of these groups performing below proficient will decrease from 99% to 89%. The percent of students in each of these groups performing at proficient or above will increase from 1% to 11%.

On the CAHSEE, the percentage of all students passing ELA in grade 10 will increase \_\_ percentage points, from 30% to \_\_%. Among Hispanic student, the percentage passing ELA in grade 10 will increase \_\_ percentage points, from 27% to \_\_%.

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

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

#### 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 were involved in the data analysis and the development of this goal.

#### Who are the focus students?

All students performing below proficient on CST ELA, English Learners and Economically Disadvantaged, at all grade levels.

#### What is the expected growth?

This year the percentage of students performing below the proficient level on CST ELA will decrease by 10 percentage points.

#### What data will be collected to measure student achievement?

Edge Assessments  
California Standards Test  
California High School Exit Exam

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

Performance in ELA will be monitored by routine Edge assessments and the annual CST ELA and CAHSEE.

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

**Action Title: Increase student engagement by providing real life applications to use English Language Art skills**

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

**Tasks :**

Hire a Job Developer at the Odyssey site to provide students with opportunities to apply English Language Art skills in the job market.

**Measures :**

Students' academic performance as measured by Edge gains assessments, CST, and CAHSEE.

**People Assigned :**

Principals  
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	Job Developer Position	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$720

**Action Title: Increase Student Engagement by Providing Independent Study Opportunities**

**Means of Achievement: Increased educational opportunity**

**Tasks :**

Hire a part-time Independent Studies teacher.

**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  
Principal  
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	Part-Time Independent Studies Teacher	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical and Special Projects	\$720

Action Title: Provide Student with Supplemental Materials 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 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  
Principals  
Teachers  
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	\$2,118
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$720

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

**Means of Achievement: Improvement of instruction strategies and materials**

**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  
Principals  
Teachers  
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 Services	\$2,118
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$720

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	\$15,834
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$720

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 : 7/1/2012

Completion Date : 6/28/2013

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$720
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Parent Engagement Programs, i.e. Parent Project	\$0

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
6. 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 performances 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  
 Principals  
 Educational Services Branch Coordinators  
 Coordinator of Categorical Programs

**Start Date :** 7/1/2012

**Completion Date :** 6/28/2013

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Salaries, Hourly, Stipends, Materials, Contracts, etc.	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$720

Goal Area : Mathematics

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

By June 2011, the percentage of students performing below proficient will decrease from % to %. The percent of students performing at proficient or above will increase from % to %.

By June 2011, the percentage of English Learners and Economically disadvantaged students performing below proficient will decrease from % to %. The percent of students performing at proficient or above will increase from % to %.

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

The data 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.

**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 of the members of the School Site Council were involved in analyzing the 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 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.

**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: Increase Student Engagement by Providing Real Life Applications to use Math Skills

**Means of Achievement: Increased educational opportunity**

**Tasks :**

Hire a Job Developer at the Odyssey site to provide students with opportunities to apply math skills in the job market.

**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  
Principals  
Coordinator of Categorical and Special Projects

**Start Date :** 7/1/2010

**Completion Date :** 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Job Developer Position	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Additional hours for Educational Assistants	\$1,118
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$720

Action Title: Increase Student Engagement by Providing Independent Study Opportunities

**Means of Achievement: Increased educational opportunity**

**Tasks :**

Hire a part-time independent Studies teacher.

**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  
Principals  
Coordinator of Categorical and Special Projects

**Start Date :** 7/1/2010

**Completion Date :** 7/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Part-Time Independent Studies Teacher	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$720

Action Title: Provide Students 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 make the curriculum more accessible for underachieving students.

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  
Principals  
Teachers  
Coordinator of Categorical and Special Projects

Start Date : 7/1/2010

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	\$2,118
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$720

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

**Means of Achievement: Improvement of instruction strategies and materials**

**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  
Principals  
Teachers  
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 Services	\$2,118
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$720

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	\$15,834
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$720

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 :** 7/1/2012

**Completion Date :** 6/28/2013

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$720
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Parent Engagement Programs, i.e. Parent Project	\$0

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
6. 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 performances 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  
 Principals  
 Educational Services Branch Coordinators  
 Manager of Categorical Programs

**Start Date :** 7/1/2012

**Completion Date :** 6/28/2013

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Salaries, hourly wages, stipends, materials, contracts, etc.	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$720

Goal Area : English Language Development

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

The County Community school, 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 the County Community school will implement 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)?**

The results from the California English Language Development 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.

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

**Who are the focus students?**

Underachieving English Learners (EL) students

**What is the expected growth?**

**What data will be collected to measure student achievement?**

Formative Assessments  
California Standards Test  
California High School Exit Exam  
California English Language Development Test (CELDT)

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

EL students' academic performance will improve as measured on standards aligned formative assessments  
EL students' academic performance will improve as measured on the California Standards Test.  
The percentage of EL students passing the California High School Exit Exam will increase.  
The number of EL students scoring proficient on 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 Providing Independent Study Opportunities

**Means of Achievement: Increased educational opportunity**

**Tasks :**

Hire a part-time Independent Studies teacher.

**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 Education  
Principals  
Teachers  
Coordinator of Categorical and Special Education

**Start Date :** 7/1/2010

**Completion Date :** 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Part-Time Independent Studies teacher	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719

**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 Education  
Principals  
Teachers  
Coordinator of Categorical and Special Projects

**Start Date :** 7/1/2010

**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	\$2,118
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719

Action Title: Provide English Learner Students with Supplemental Services to Help Them Master Grade Level Standard

**Means of Achievement: Improvement of instruction strategies and materials**

**Tasks :**

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

**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  
Principals  
Teachers  
Coordinator of Categorical and Special Projects

**Start Date :** 7/1/2010

**Completion Date :** 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Services	\$2,118
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719

**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  
Principals  
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	\$15,834
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719

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 :** 7/1/2012

**Completion Date :** 6/28/2013

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Parent Engagement Programs, i.e. Parent Project	\$0

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
6. 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 performances 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  
 Principals  
 Educational Services Branch Coordinators  
 Manager of Categorical Programs

**Start Date :** 7/1/2012

**Completion Date :** 6/28/2013

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Salaries, hourly wages, stipends, materials, contracts, etc.	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719

Goal Area : School Climate

Goal Title : School Environments will be 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?

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 number of incident reports will be reduced

Attendance rates will improve.

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

CELDT

CST

CAHSEE

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

Incident reports

Attendance reports

CELDT

CST

CAHSEE

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

Action Title: Increase Student Engagement by Providing Independent Study Opportunities

**Means of Achievement: Increased educational opportunity**

**Tasks :**

Hire a part-time Independent Studies teacher

**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

Principals

Teachers

Coordinator of Categorical and Special Projects

**Start Date :** 7/1/2010

**Completion Date :** 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Part-Time Independent Studies Teacher	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719

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 master the academic standards required in a safe school environment.

**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
- Principals
- Teachers
- Coordinator of Categorical and Special Projects

**Start Date :** 7/1/2010

**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	\$2,118
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719

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

**Means of Achievement: Improvement of instruction strategies and materials**

**Tasks :**

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

**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
- Principals
- Teachers
- Coordinator of Categorical and Special Projects

**Start Date :** 7/1/2010

**Completion Date :** 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Services	\$2,118
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719

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	\$15,834
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719

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 :** 7/1/2012

**Completion Date :** 6/28/2013

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Parent Engagement Programs, i.e. Parent Project	\$0

**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
6. 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 performances 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  
 Principals  
 Educational Services Branch Coordinators  
 Manager of Categorical Programs

**Start Date :** 7/1/2012

**Completion Date :** 6/28/2013

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Salaries, hourly wages, stipends, materials, contracts, etc.	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719

Goal Area : Other

Goal Title : All Students will Graduate from High School

County Community Schools 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)?**

The results from the California High School Exit Exam 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.

**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 analysis of the data 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 Providing Real Life Applications to the Value of an Education**

**Means of Achievement: Increased educational opportunity**

**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 :** 7/1/2010

**Completion Date :** 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Job Developer Position	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719

**Action Title: Increase Student Engagement by Providing Independent Study Opportunities**

**Means of Achievement: Increased educational opportunity**

**Tasks :**

Hire a part-time Independent Studies teacher.

**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 Projects

**Start Date :** 7/1/2010

**Completion Date :** 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Part-Time Independent Studies Teacher	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719

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

**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 academic standards required for graduation.

**Measures :**

High School Graduation Rate  
Passing rate on the California High School Exit Exam (CAHSEE)

**People Assigned :**

Director of Alternative Schools Department  
Principals  
Teachers  
Counselors  
Coordinator of Categorical and Special Projects

**Start Date :** 7/1/2010                      **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	\$2,118
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719

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

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Evaluate current student needs and then procure services; trainings and other supplemental to help underachieving students master the academic standards required for graduation.

Measures :

High School Graduation Rate  
Passing rate on the California High School Exit Exam (CAHSEE)

People Assigned :

Director of Alternative Schools Department  
Principals  
Teachers  
Counselors  
Coordinator of Categorical and Special Projects

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Services	\$2,118
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719

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

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

**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	\$15,833
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719

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 :**

Manager of Categorical and Special Projects  
Site Administrators

**Start Date :** 7/1/2012

**Completion Date :** 6/28/2013

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Parent Engagement Programs, i.e. Parent Project	\$0

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
6. 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 performances 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  
 Principals  
 Educational Services Branch Coordinators  
 Manager of Categorical Programs

**Start Date :** 7/1/2012

**Completion Date :** 6/28/2013

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Salaries, hourly wages, stipends, materials, contracts, etc.	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Manager of Categorical Programs and Special Projects	\$719

County Community 2012-13  
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 : \$125,208

Total Annual Expenditures for Current School Plan: \$125,208


Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$125,208	\$125,208	\$0
	Ensure staff, parent, and community engagement		\$3,597	
	Increase Student Engagement by Providing Independent Study Opportunities		\$3,597	
	Increase Student Engagement by Providing Real Life Applications to the Value of an Education		\$719	
	Increase student engagement by providing real life applications to use English Language Art skills		\$720	
	Increase Student Engagement by Providing Real Life Applications to use Math Skills		\$1,838	
	Increase student engagement by reducing the student to staff ratio		\$49,658	
	Increase student engagement by reducing the student to staff ratio.		\$33,108	
	Provide English Learner Students with Supplemental Services to Help Them Master Grade Level Standard		\$2,837	
	Provide English Learners with Supplemental Materials to Help Them Master Grade Level Standards		\$2,837	
	Provide opportunities for professional development and professional collaboration		\$3,597	
	Provide Student with Supplemental Materials to Help Them Perform at Grade Level		\$2,838	
	Provide Students with Supplemental Materials to Help Them Master Grade Level Standards		\$2,838	
	Provide Students with Supplemental Materials to Help Them Master the Requirements for Graduation		\$2,837	
	Provide Students with Supplemental Materials to Support Safe Learning Environments		\$2,837	
	Provide Students with Supplemental Services to Help Them Master the Requirements for Graduation		\$2,837	
	Provide Students with Supplemental Services to Master Grade Level Standards		\$5,676	
	Provide Students with Supplemental Services to Support Safe Learning Environments		\$2,837	
Total amount of categorical funds allocated to this school:		\$125,208	\$125,208	\$0

**Recommendations and Assurances**

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- |  | Approval Date |
|--|---------------|
| 1. School Site Council Members   |               |
| 2. Plan Review Due Date:   | 5/31/2012     |
| 3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.   |               |
| 4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.   |               |
| 5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan   |               |
| 6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan. |               |
| 7. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.   |               |
| 8. Public Notice Due Date:   | 5/28/2012     |
| 9. District Governing Board Annual Review Due Date:  | 6/20/2012     |
| 10. This School Plan was adopted by the School Site Council at a public meeting on:  | 5/31/2012     |
| 11. Attested by School Principal:  | 5/31/2012     |
| 12. Attested by School Site Council Chairperson:   | 5/31/2012     |

Dr. Angela Haick  
\_\_\_\_\_  
Typed name of school principal

  
\_\_\_\_\_  
Signature of school principal

6/12/12  
\_\_\_\_\_  
Date

Aaron Myers  
\_\_\_\_\_  
Typed name of SSC chairperson

  
\_\_\_\_\_  
Signature of SSC chairperson

6/12/12  
\_\_\_\_\_  
Date

**Analysis of Current Educational Practice**

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

The school uses state assessments at the beginning of the school year and establishes school and grade level goals. Local benchmark assessments are used throughout the year, sites analyze trends and develop reteaching activities for students not meeting standards.

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

The school uses regularly scheduled formative assessments on local benchmark assessments that are aligned to standards and that provide timely data on students' progress in all subjects and in the intervention programs. Results from these assessment are used to inform teachers and administrators on student placement, instructional needs and progress, and the effectiveness of instruction.

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

## County Community 2012-13 Single Plan For Student Achievement Report

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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):

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):

We have a comprehensive staff development program that is aligned with our school plan goals.

### 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 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):

The school complies with and monitors the daily implementation of instructional time for English language arts and mathematic core programs, as well as additional time for strategic support and ELD for identified English Learners.

### 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 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/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.