

Part II: The Single Plan for Student Achievement

School: **Central Union High School**

District: **Central Union High School District**

County-District School (CDS) Code: **13-63115-1333004**

Principal: **Michael Sterner**

Date of this revision: May 13, 2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on June 2013.



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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 academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: Proficiency in Mathematics

Increase the percentage of students scoring Proficient or Advanced to 40% or higher in Algebra I and 50% or higher in Geometry and reduce the proportion scoring Far Below Basic or Below Basic in Algebra I to at least 25% in Algebra and 15% in Geometry by June 2016.

SCHOOL GOAL: *Algebra I.*

For the 2013–14 school year, the proficiency level on the California Standards Tests (CST) for Algebra I will improve 5 percent school-wide and 7 percent for English Learners. Decrease the number of freshman students failing Algebra I by 10 percent.

Grade Level	12-13 Score (Algebra I) Schoolwide	13-14 Goal (Algebra I) Schoolwide	12-13 Score (Algebra I) ELs	13-14 Goal (Algebra I) ELs
9				
10				
11				

*Data in above table will be input once scores are received in August/September 2013 and will be utilized for monitoring purposes.

What data did you use to form this goal?	What were the findings from the analysis of this data?	Milestones (M) / Dissemination to Staff (DS)
CST Algebra I data from 2010-11 and 2011-12 CAHSEE Pass/proficiency rates Student D/F rates	The percentage of students scoring BB/FBB has been decreasing over the last four years; however, 39% of students are still scoring BB/FBB on the Algebra I CST. While 9th grade BB/FBB rates have decreased from 42% in 2010-11 to 32% in 2011-12, the percentages have increased at both the 10th (from 42% to 43%) and 11 grade levels (from 40% to 51%). For English Learners enrolled in Algebra I, there	Milestone/Indicator: Analyze CST scores in September of 2013 and September 2014 (both schoolwide and EL) and compare to previous years Plan for Dissemination/Use: Share and discuss schoolwide and disaggregated by teacher (during 1st quarter 2013) with Math teachers to determine needs in curriculum/instruction to meet student needs

has not been an increase in proficiency on the CST in Algebra I (both 2011 and 2012 show a proficiency rate of 15%). Additionally, for the first time in a while, students took the General Math CST. Of the 67 EL students that took the GM exam, only 4% scored proficient.

On the CAHSEE, proficiency schoolwide has increased slightly from 62% (in 2011) to 65% (in 2012). For EL students, the proficiency rate increased significantly from 25% (in 2011) to 35% (in 2012). A large achievement gap exists and most EL students do not score proficient.

When comparing 1st semester grades from 2011-12 to first semester grades from 2010-11, the number of As and Bs has increased and the number of Ds and Fs and decreased, but the number of Incompletes has increased.

	A	B	C	D	F	I
2011	9.1	15.1	16	14.5	44.2	0
2012	14.4	20.9	12.6	3.7	13.7	33.6

Milestone/Indicator: Analyze CAHSEE results in August 2013 and again in June 2014.

Plan for Dissemination/Use: Share results with staff. Use minimum Wednesday and/or other collaboration time to discuss results and areas of weakness to modify instruction to better meet student needs

Milestone/Indicator: Analyze grade distribution every progress reporting period.

Plan for Dissemination/Use: Administration will discuss findings with teachers. Teachers will collaborate to make classroom decisions for improved student success.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Ensure that classroom instruction in Mathematics is standards-aligned and utilizing common scope & sequence.	Leadership Team	<p>Prioritize and calendar professional development that will assist teachers with strategies and implementation of Common Core standards in Mathematics. (By Sept 2013)</p> <p>Provide school representatives for district Math Curriculum and Assessment Team (MCAT) to develop and/or refine pacing guides and district benchmark (summative) assessments to ensure standards alignment and common scope and sequence for all Math core courses; present pacing guides to Math content-area teams for feedback and refining. (By Sept 2013)</p>	<p>District PI Funds 224 hours x \$31 = \$6944 Substitutes \$2640</p>
	Administration Team	<p>Develop and implement a plan for monitoring implementations and strategy usage; share plan with staff members (By Sept 2013)</p> <ul style="list-style-type: none"> Observe teachers to determine extent to which they are following common pacing in instruction, utilizing the same CCSS aligned instructional materials, and integrating targeted Mathematical Practice Standards of Modeling and Discourse. (2x per month – Beginning in Sept 2013 and ongoing throughout 13-14 school year) 	N/A
Provide after school Algebra I Intervention for true 9th grade students	Principal	Establish team of teachers for Algebra I PLC (June 2013)	<p>State Comp Ed</p> <p>\$13,392 + Benefits</p> <p>\$7,290 + Benefits</p>
	AP of Student Services	<p>Select Intervention teachers (3 teachers x 3 days per week x 30 weeks)</p> <p>Employ 7th period aide for tutorial purposes (3 classes x 3 hours per week x 30 weeks)</p> <p>Employ tutors for after-school intervention (6 tutors x 3 hours per week x 30 weeks) (August 2013)</p>	
	PIRT/Instructional Coach	<p>Research for training/ professional development</p> <ul style="list-style-type: none"> Begin PD on the CCSS Eight Mathematical Practice Standards, especially Modeling 	

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
		(applications and real-life contexts) and Discourse (critique and justification of reasoning) as key instructional strategies employed in the classroom. <i>(Begin Sept 2013)</i>	
	AP of Curriculum	Create 9th grade specific Algebra I classes (ensuring every Intervention teacher teaches a 9th grade Algebra I class during 7th period) <ul style="list-style-type: none"> • Enroll targeted 9th grade students <i>(July 2013)</i> • Administer and monitor placement and progress <i>(Ongoing – Check progress biweekly)</i> • Refine entry criteria and establish exit criteria from Algebra I interventions. <i>(Sept 2013)</i> 	
	Counselors	Provide counseling for all Algebra I intervention students not progressing and determine reasons for non-progression. Parent conferences will be held twice annually. <i>(Ongoing – Beginning August 2013)</i>	
Provide intervention through Math Support classes for true sophomores	AP of Curriculum	Ensure 1-2 sections of Support is in master schedule based on identified need <i>(July 2013)</i>	Title I - \$28,806.60
	Math Dept Chair	Identify students in need of support; communicate number to AP of Curriculum <i>(May 2013)</i>	
	PIRT	Research/Provide access to computer program(s) for class usage (iPASS, Study Island) <i>(May 2013 & May 2014)</i>	Title I - \$7500
Provide Saturday intervention for students that score below proficient on Diagnostic exam	AP of Curriculum	Plan administration of Diagnostic exam to all 10th grade students <i>(Jan 2014)</i>	
	Math Department	Analyze Diagnostic reports for instructional purposes/decisions <i>(Jan 2014)</i>	

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
		Staff Saturday Intervention <i>(Feb/March 2014)</i>	State Comp - \$1000 State Comp - \$2112 + Benefits
	PIRT	Provide Diagnostic reports to math department <i>(Jan/Feb 2014)</i> Analyze Diagnostic reports and Identify students in need of intervention <i>(Jan/Feb 2014)</i> Provide snacks for participants <i>(March 2014)</i>	
	Principal	Select 4 teachers x 4 hours x 4 Saturdays <i>(Feb 2014)</i>	
Provide professional development opportunities to improve instructional practices	Admin/PIRT/ Instructional Coach	Research and provide on and off-site PD opportunities <ul style="list-style-type: none"> • Common Core State Standards • Technology Skills • Brain Research • Relevance, Application, & Hands-on learning in math (Manipulatives & Technology) • EL Strategies • Explicit Direct Instruction • Academic Language & Close Analytic Reading • Six Traits of Writing • English 3D • Literacy across Content Areas • Professional Learning Communities • AERIES • Intervention <i>(Ongoing – Begin Aug 2013)</i>	Title I - \$2500
Provide materials and supplies to improve instruction in Algebra I and Geometry classrooms	PIRT	Order materials and supplies (i.e. manipulatives, student whiteboard markers, etc.) <i>(Ongoing – Begin Aug 2013)</i>	Title I - \$14,350
Provide and utilize AERIES Analytics to	Supervision of Instruction and Technology	Continue to address the issues related to the Aeries student information system; work with Eagle software	District PI Funds

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
improve/increase the use of data in order to better monitor the effectiveness of academic programs.		personnel to correct the problems currently associated with the analytic tool. <i>(Ongoing – Begin Aug 2013)</i>	
Provide RRR Math during Summer Intervention Program	Admin	Select 3 teachers x 20 hours x 5 weeks <i>(May 2014)</i>	Pending Title I funds
Provide regular opportunities for data-based collaboration for all teachers	Principal	Provide regular opportunities for data-based collaboration for all teachers. <i>(Ongoing)</i> <ul style="list-style-type: none"> • Provide workshops/book studies on the PLC Model (DuFour); offer workshops on use of collaboration time, data analysis, lesson unit design, and assessments. • Ensure regular collaboration time for department/course-alike groupings. 	District PI Funds Title II - \$10,000
	Principal	Focus teacher collaboration on structured analysis of student work (e.g., work tied to an open-ended prompt or scenario-based word problem). <i>(Ongoing)</i> <ul style="list-style-type: none"> • Develop rubrics for the analysis of student work. • Deploy administrators to PLC meetings where student work is being analyzed. 	
Integrate more relevance, application, and hands-on learning (including use of instructional technology) into intervention and/or support in mathematics	Math Dept Chair	Plan more hands-on lessons/activities <i>(October 2013)</i> Communicate needs for supplies for “labs” to PIRT <i>(October 2013)</i>	Title I - \$14,350
	Supervisors of Instruction	Monitor the use integration of more relevant and hands-on learning in intervention courses in Algebra I <i>(Monthly)</i>	

LEA GOAL: Proficiency in Reading/Language Arts

Increase the percentage of students scoring Proficient or Advanced in ELA on the CSTs to 60% or higher and reduce the proportion scoring Far Below Basic or Below Basic in ELA to at least 15% by June 2016.

SCHOOL GOAL: Literacy

For the 2013–14 school year, the proficiency level on the California Standards Tests (CST) for ELA will improve 5 percent school-wide at each grade level and 7 percent for English Learners at each grade level.

Grade Level	12-13 Score (Schoolwide)	13-14 Goal (EL)
9		
10		
11		

*Data in above table will be input once scores are received in August/September 2013 and will be utilized for monitoring purposes.

What data did you use to form this goal?	What were the findings from the analysis of this data?	Milestones (M) / Dissemination to Staff (DS)
<p>CST ELA data from 09-10, 10-11, 11-12 Re-designation rates CELDT results (subgroup specific) Title III Accountability Reports</p>	<p>The percentage of students scoring below proficient has remained relatively stagnant at the 9th grade level (55% in 2010, 53% in 2011, 53% in 2012), has decreased significantly at the 10th grade level (64% in 2010, 55% in 2011, and 49% in 2012), and has decreased markedly at the 11th grade level (65% in 2010, 58% in 2011, and 54% in 2012); however, most students still are not scoring proficient in ELA.</p> <p>For EL students, a large achievement gap exists. Ten percent of 9th grade EL students scored proficient in 2012; scores are down from the previous year (11%). At the 10th grade level, 10% of EL students scored proficient in 2012, up from 6% in 2011. At the 11th grade level, 9% of EL students (up from 6% in 2011). The mean score difference between all students and EL students ranges from 42.9 points (at the 9th grade) to 54.6 points (at the 11th grade).</p>	<p>Milestone/Indicator: Analyze CST scores in September of 2013 and September 2014 (both schoolwide and EL) and compare to previous years</p> <p>Plan for Dissemination/Use: Share and discuss schoolwide and disaggregated by teacher (during 1st quarter 2013) with ELA/ELD teachers to determine needs in curriculum/instruction to meet student needs</p>

The number of students that are reclassified each year continues to grow.

2010-11	2011-12	2012-13
39	55	94

CELDT domain mean scale scores have been increasing except in the area of speaking scores have dipped slightly between 10-11 and 11-12. Most students continue to score at the Intermediate level (39% in 2011 and 36% in 2012) with a marked increase in the percentage of students scoring in the early advanced level (increased from 26% in 2011 to 33% in 2012).

Fifty-nine percent of students met AMAO 1 (annual growth) in 2012 compared to 45.6% in 2011. For AMAO 2 (attaining English proficiency), scores have been inconsistent. For students that have been in US schools less than 5 years, scores have gone from 13.3% in 2011 to 9.7% (a decrease) in 2012. For students that have been in US schools for longer than 5 years (LTELs), scores have gone from 32.8% in 2011 to 46.5% (an increase) in 2012.

Milestone/Indicator: Analyze CELDT results in January 2014.

Plan for Dissemination/Use: Share results with staff. Use minimum Wednesday and/or other collaboration time to discuss results and areas of weakness to modify instruction to better meet student needs

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Ensure that classroom instruction in ELA and ELD is standards-aligned and utilizing common scope & sequence.</p> <ul style="list-style-type: none"> Develop a schoolwide focus on expository reading and writing through implementation of CCSS and literacy strategies 	<p>Leadership Team</p>	<p>Prioritize and calendar professional development that will assist teachers with content area literacy/strategies and implementation of Common Core standards across content areas (By Sept 2013)</p> <p>Provide school representatives for district English Curriculum and Assessment Team (ECAT) to develop and/or refine pacing guides and district benchmark (summative) assessments to ensure standards alignment and common scope and sequence for all ELA and ELD core courses; present pacing guides to ELA/ELD content-area teams for feedback and refining. (By Sept 2013)</p>	<p>District PI Funds 336 hours x \$31 = \$10,146 Substitute - \$7040</p> <p>District PI Funds Title I - \$2500</p>
	<p>Instructional Coach</p>	<p>Coordinate professional development efforts that will assist teachers with literacy strategies and implementation of Common Core standards are content areas. (By End of August 2013)</p> <p>Provide teachers with in- depth training on the structure, content, and pedagogical implications of the CCSS in ELA. (Ongoing throughout year – Begin Aug 2013)</p> <ul style="list-style-type: none"> Focus training on promotion of academic language and close analytic reading as key instructional strategies. Provide faculty with additional training on “Six Traits of Writing” so more teachers are equipped to promote writing skill development in all subject areas. 	
	<p>Administration Team</p>	<p>Develop and implement a plan for monitoring implementations and strategy usage; share plan with staff members (By Sept 2013)</p> <ul style="list-style-type: none"> Observe teachers to determine extent to which they are following common pacing in instruction, utilizing the same CCSS aligned instructional materials, and integrating academic language 	

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
	Supervisor of Instruction and EL Program	<p>and close reading strategies. (2x per month – Beginning in Sept 2013 and ongoing throughout 13-14 school year)</p> <p>Identify students for placement (April/May 2013)</p> <ul style="list-style-type: none"> • Provide a support class of Accelerated Language during extended day for LTEL 4-5 and during the regular school day for LTEL 3 students. <ul style="list-style-type: none"> ○ Develop formative assessments to use in Accelerated Language I and II courses; determine and establish exit criteria from Accelerated Language courses. <p>Monitor student progress and call in for academic counseling (Ongoing – Beginning August 2013)</p> <ul style="list-style-type: none"> • Provide counseling for all intervention students not progressing and determine reasons for non-progression. Parent conferences will be held twice annually. 	EIA - \$26,236 + Benefits
Continue implementation of English Support classes at 10th grade level (for true sophomores) particularly for EL students	Assistant Principal of Curriculum	<p>Ensure master schedule addresses number of sections needed (July 2013)</p> <p>Analyze grades every quarter for effectiveness (Quarterly)</p>	EIA - \$25,058.80
	Counselors	Work with EL Resource Teacher and AP of Curriculum to ensure student placement (July/Aug 2013)	
	EL Resource Teacher	<p>Identify students for placement (April/May 2013)</p> <ul style="list-style-type: none"> • Institute a two-period block of English 10 and a support class focused on high stakes exam preparation for targeted students. <ul style="list-style-type: none"> ○ Develop formative assessments to determine student progress; determine 	

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
		<p>and establish exit criteria from support class.</p> <p>Monitor student progress and call in for academic counseling (2xs per year, Beginning Sept 2013)</p> <ul style="list-style-type: none"> • Provide counseling for all intervention students not progressing and determine reasons for non-progression. Parent conferences will be held twice annually. 	
Plan implementation and evaluation of the reading intervention program (Read 180).	Assistant Principal of Curriculum	<p>Ensure master schedule addresses number of sections needed and teacher(s) are available (May/June 2013)</p> <p>Analyze grades every quarter for effectiveness (Quarterly)</p>	Title III - \$15,150.40
	Counselors	Work with EL Resource Teacher and AP of Curriculum to ensure student placement (May-July 2013)	
	Supervisor of Instruction and EL Program	<p>Plan administration of program's diagnostic exam to all participating students (August 2013)</p> <p>Monitor appropriate placement and progress; determine and establish exit criteria from interventions. (Aug/Sept 2013)</p>	
Provide Saturday intervention for students that score below proficient on Diagnostic exam	English Department	<p>Analyze Diagnostic reports for instructional purposes/decisions (Jan/Feb 2014)</p> <p>Staff Saturday Intervention (March 2014)</p>	Title I - \$1000
	PIRT	<p>Provide Diagnostic reports to ELA department Jan 2014)</p> <p>Analyze Diagnostic reports and Identify students in need of intervention (Jan/Feb 2014)</p> <p>Provide snacks for participants (March 2014)</p>	

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
	Principal	Select 4 teachers x 4 hours x 4 Saturdays (Feb 2014)	State Comp - \$2228 + Benefits
	AP of Curriculum	Ensure master schedule addresses number of students in need of more assistance (May/June 2013) Offer 1-2 classes of English Support for 11th and 12th grade students (Aug 2013)	EIA - \$11,086
Provide intervention for 11th and 12th grade students that still have not met state graduation requirements in ELA	PIRT	Purchase computerized program(s) to utilize in support classes (i.e. Study Island) (May 2013)	EIA - \$2000
Provide professional development opportunities for improved instructional practices	Principal	Research/determine appropriate PD offerings (both on and off campus) (Ongoing – Beginning August 2013)	Title II - \$10,000 District PI Funds
	Instructional Coach	Provide PD on campus as determined by PD plan (Ongoing – Beginning August 2013)	
Provide instructional materials for Support/Intervention classes	PIRT	Collaborate with intervention teachers and Supervisor of Instruction to determine needed supplies and make purchases (Ongoing – Beginning August 2013)	EIA - \$5805.04
Provide and utilize AERIES Analytics to improve/increase the use of data in order to better monitor the effectiveness of academic programs.	Supervision of Instruction and Technology	Continue to address the issues related to the Aeries student information system; work with Eagle software personnel to correct the problems currently associated with the analytic tool. (Ongoing – Beginning August 2013) Ensure all staff members develop fluency/capacity in data access, analysis, and reporting. (Ongoing – Beginning August 2013) Monitor efforts to increase staff capacity, with particular emphasis on utilization of the Aeries Analytics tool. (Ongoing – Beginning August 2013) Create data protocols for teacher collaboration that specify use of assessment data for goal-setting, instructional planning and design of intervention/re-	District PI Funds

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
		teaching. (August 2013) Assess effectiveness of curricular innovations and intervention programs/services with data. (Quarterly)	

LEA GOAL: Proficiency for High Priority Students

Close the EL achievement gap to no more than 15% (AYP) and no more than 25 points (API) by June 2016.

SCHOOL GOAL:

For the 2013–14 school year, the proficiency level on the California High School Exit Exam (CAHSEE) for math and ELA will improve 5 percent for English Learners and 5 percent for Low Income students.

What data did you use to form this goal?	What were the findings from the analysis of this data?	Milestones (M) / Dissemination to Staff (DS)																												
<p>CAHSEE Scores (10-11 and 11-12) Subgroup CAHSEE Scores</p>	<p>Proficient and Above</p> <table border="1" data-bbox="730 553 1325 800"> <thead> <tr> <th>ELA</th> <th>Schoolwide</th> <th>EL</th> <th>LI</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>61.4</td> <td>36.8</td> <td>54.2</td> </tr> <tr> <td>2012</td> <td>62.7</td> <td>34.5</td> <td>57.9</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Math</th> <td></td> <td></td> <td></td> </tr> <tr> <td>2011</td> <td>65.4</td> <td>46.1</td> <td>59.6</td> </tr> <tr> <td>2012</td> <td>68.3</td> <td>45.9</td> <td>66</td> </tr> </tbody> </table> <p>Schoolwide scores almost double the scores of the EL students (particularly in ELA) and there's a small achievement gap when comparing schoolwide and Low Income scores.</p>	ELA	Schoolwide	EL	LI	2011	61.4	36.8	54.2	2012	62.7	34.5	57.9					Math				2011	65.4	46.1	59.6	2012	68.3	45.9	66	<p>Milestone/Indicator: Analyze CAHSEE results in August 2013 and again in June 2014.</p> <p>Plan for Dissemination/Use: Share results with staff. Use minimum Wednesday and/or other collaboration time to discuss results and areas of weakness to modify instruction to better meet student needs</p>
ELA	Schoolwide	EL	LI																											
2011	61.4	36.8	54.2																											
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2011	65.4	46.1	59.6																											
2012	68.3	45.9	66																											

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to analyze Long-Term English Learner (LTEL) data and research alternatives for assisting LTEL students	Supervisor of Instruction and EL Program	<p>Observe classes and leave observation notes with teachers about instructional practices (at least once per month – beginning August 2013)</p> <p>Analyze EL data and share findings with staff (Quarterly)</p> <p>Research conferences and/or professional development opportunities for EL teachers (ongoing throughout year)</p>	<p>District PI Funds Substitutes EIA – \$1000 Title III - \$700</p> <p>Title III - \$8920.42</p>
	Supervisor of Instruction and EL Program	<p>Purchase Read 180 Materials for reading intervention (July/Aug 2013)</p> <p>Facilitate conversations with EL staff about research (quarterly)</p> <p>Assist in monitoring of strategies and intended curriculum (monthly)</p>	
	Administration and Academic Coach	<p>Develop and implement plan for monitoring of EL classrooms to ensure appropriate strategies are being used (August 2013)</p> <p>Analyze EL data for student progress or lack of progress (quarterly)</p>	
Provide Support Classes/Interventions for EL students	EL Resource Teacher/ Supervisor of Instruction and EL Program	<p>Provide number of sections and FTE needed to staff proposed classes (May 2013)</p> <p>Monitor progress of students in student classes and intervene/counsel as needed/appropriate. (Quarterly)</p> <p>At-risk students will be counseled at least twice yearly (once per semester) (Ongoing – Beginning in Sept 2013)</p>	<p>EIA - \$25236 (Acc Lang II) Title III - \$15150.40 (Read 180)</p>
	AP of Curriculum/ Principal	<p>Create room in master schedule for support/intervention classes (May 2013)</p>	

LEA GOAL: Improve Graduation and Dropout Rates

Increase the overall four-year graduation rate to 89% by June 2016 with a 5% increase among both English Learners (to 86%) and Special Education students (to 79%). Decrease the overall dropout rate by 1% annually to 6% by June 2016 with the EL and Special Education dropout rates at or below the district average.

SCHOOL GOAL: Increase the schoolwide graduation rate by 0.5% in 2013-14. Increase EL graduation rate by 3% in 2013-14.

<p>What data did you use to form this goal?</p>	<p>What were the findings from the analysis of this data?</p>	<p>Milestones (M) / Dissemination to Staff (DS)</p>																																									
<p>Graduation Rates Dropout Rates A-G Rates</p>	<table border="1"> <thead> <tr> <th>Indicator</th> <th>2009-10</th> <th>2010-11</th> <th>2011-12</th> </tr> </thead> <tbody> <tr> <td>Dropout Rate</td> <td>8.7%</td> <td>6.1%</td> <td>6.8%</td> </tr> <tr> <td>Graduation Rate</td> <td>86.2%</td> <td>87.17%</td> <td>87.4%</td> </tr> <tr> <td>A-G Completion Rate</td> <td>18.2%</td> <td>18.5%</td> <td>22.4%</td> </tr> </tbody> </table> <p>Completion of High School Requirements</p> <table border="1"> <thead> <tr> <th rowspan="2">Group</th> <th>Graduating Class of 2012</th> </tr> <tr> <th>School</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>88%</td> </tr> <tr> <td>Black or African American</td> <td>91%</td> </tr> <tr> <td>American Indian or Alaska Native</td> <td>N/A</td> </tr> <tr> <td>Asian</td> <td>100%</td> </tr> <tr> <td>Filipino</td> <td>N/A</td> </tr> <tr> <td>Hispanic or Latino</td> <td>87%</td> </tr> <tr> <td>Native Hawaiian or Pacific Islander</td> <td>N/A</td> </tr> <tr> <td>White</td> <td>96%</td> </tr> <tr> <td>Two or More Races</td> <td>100%</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>86%</td> </tr> <tr> <td>English Learners</td> <td>76%</td> </tr> </tbody> </table>	Indicator	2009-10	2010-11	2011-12	Dropout Rate	8.7%	6.1%	6.8%	Graduation Rate	86.2%	87.17%	87.4%	A-G Completion Rate	18.2%	18.5%	22.4%	Group	Graduating Class of 2012	School	All Students	88%	Black or African American	91%	American Indian or Alaska Native	N/A	Asian	100%	Filipino	N/A	Hispanic or Latino	87%	Native Hawaiian or Pacific Islander	N/A	White	96%	Two or More Races	100%	Socioeconomically Disadvantaged	86%	English Learners	76%	<p>Milestone/Indicator: Analyze 4-year (cohort) graduation, dropout, and UC/CSU eligibility rates from CDE in August/September 2013.</p> <p>Plan for Dissemination/Use: Share results with staff. Use minimum Wednesday and/or other collaboration time to discuss results to better meet student needs</p>
Indicator	2009-10	2010-11	2011-12																																								
Dropout Rate	8.7%	6.1%	6.8%																																								
Graduation Rate	86.2%	87.17%	87.4%																																								
A-G Completion Rate	18.2%	18.5%	22.4%																																								
Group	Graduating Class of 2012																																										
	School																																										
All Students	88%																																										
Black or African American	91%																																										
American Indian or Alaska Native	N/A																																										
Asian	100%																																										
Filipino	N/A																																										
Hispanic or Latino	87%																																										
Native Hawaiian or Pacific Islander	N/A																																										
White	96%																																										
Two or More Races	100%																																										
Socioeconomically Disadvantaged	86%																																										
English Learners	76%																																										

	Students with Disabilities	89%	
A-G Completion rates are increasing so more of our students are qualifying to attend UC/CSU schools. Graduation rates schoolwide also are increasing slightly; however, the EL rate is definitely lower.			

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Support AVID on campus for underrepresented students to encourage/continue college-going culture	AVID Coordinator	Select students in need of support to meet A-G requirements and be college-ready. Consult LI list to ensure inclusion of neediest students. (May/June 2013)	
	AP of Curriculum	Analyze/approve class lists. Ensure room in master schedule. (June-Aug 2013)	
	Admin	Employ tutors Select AVID Coordinator (Aug 2013)	Title I - \$12,000 + Benefits Title I - \$5,642 + Benefits
	PIRT	Order Curricular materials (particularly for Critical Thinking, Reading, and Writing skills) (Ongoing)	Title I - \$650
Continue and expand Credit Recovery options and opportunities	Administration and Counselors	Determine student needs and master scheduling as needed (May-Aug 2013)	Title I - \$40,500 SCE - \$6620 + Benefits SCE - \$4402 + Benefits
	PIRT	Research and purchase programs if needed (May 2013 & 2014) Select after school Credit Recovery teacher (4 hrs per week x 35 weeks) (August 2013) Select Summer Intervention Credit Recovery Teacher (20 hrs per week x 5 weeks) (May 2013 & 2014)	
Facilitate freshman transition to High School	Principal	Select Link Crew Coordinator(s) (May 2014)	Title I - \$620 + Benefits
	Link Crew Coordinator(s)	Train Link Leaders, Plan and Organize Freshman Orientation, Plan and Organize Back to School Activities (June-Aug 2014)	
Increase the quality and quantity of counselor-student interactions,	Counselors	Monitor students' attendance and provide parents with information to overcome barriers to regular school attendance. (Ongoing – monthly)	

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
particularly among targeted students most at-risk for dropout.		Develop protocols and processes for identifying "at-risk for dropout" 9th and 10th grade students and prioritize these students for counseling services and progress monitoring. (Sept 2013 – ongoing)	
Improve counseling tied to college preparation (e.g., eligibility requirements, financial aid availability, college visits and investigation, etc.)	Administration and Counselors	Encourage all students to enroll in Algebra II prior to HS graduation in order to increase college eligibility and to avoid remedial math in postsecondary education. (Sophomore Counseling) Hold mandatory meetings with parents of 10th grade students devoted to A-G requirements and college application process. (Sept 2013)	
Provide After School Tutoring in Library for students falling behind and/or needing extra assistance on class/homework	Assistant Principal of Student Services	Staff Tutoring (1 teacher x 3 days x 30 weeks) – Ensuring that student needs will be met in both ELA and Math (August 2013) Monitor student use and evaluate effectiveness of tutoring (Monthly)	SCE - \$2790 + Benefits
Continue CTE and LS/LE classes to prepare students for careers and to increase motivation for school attendance/ learning	AP of Curriculum	Ensure master schedule addresses student needs	LS/LE Grant - \$14,050 CTE - \$ 24,878
	CTE Dept Chair	Research student desires and needs and ensure classes are meeting those needs Propose new classes/pathways/academies if and when needed	
	PIRT	Assist with purchase of supplies, research programs for student use, collect data	

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1-4

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Estimated Cost	Funding Source (itemize for each source)
<p>Provides information regarding State and Federal legislation, programmatic requirements and program services and monitors site compliance with State and Federal Guidelines</p> <p>Attends special program workshops and training and disseminates pertinent information as appropriate.</p> <p>Assists with budget preparation, reviews purchase orders and ensures expenditures are compliant.</p> <p>Maintains necessary records and develops all reports requisite to special programs and projects.</p> <p>Coordinates inventory of equipment purchased through categorical funds.</p> <p>Assists with budget preparation and monitors site level expenditures.</p> <p>Assist with budget preparation for site plans.</p> <p>Assists with the preparation of Consolidated Application and</p>		27,143.05 7,025.85 9,980.73 14,901.89	Title I Title II EIA State Comp

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

<p>other State and Federal Reports</p> <p>Maintains records of staff attendance in project funded professional development activities.</p> <p>Orders CAHSEE, STAR and CELDT Testing.</p> <p>Maintains records of staff attendance in professional development activities.</p> <p>Processes all categorically funded purchase orders</p> <p>Assists principals, counselors, teachers and parents to develop assessment methods, improvement ideas, parent involvement activities, and other components to ensure effective delivery of services</p> <p>Encourages, monitors and assists in the development of new programs and/or supplemental services.</p> <p>Provides staff in-service and information regarding State and Federal legislation, programmatic requirements and program services and monitors site compliance with State and Federal Guidelines.</p> <p>Coordinates the Local Educational Agency (LEA) Plan; works with the District Assessment and Intervention Team (DAIT) an outside agency (Public Works) to ensure the District institutes corrective actions as a result of being identified as a Program Improvement (PI) District.</p> <p>Develops contracts and enters into agreement with Supplemental Educational Services Providers (outside agency providing tutoring</p>			
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<p>services).</p> <p>Monitors the English Learner Program to ensure the annual measurable achievement objectives (AMAOs) are met.</p> <p>Meets with the EL Program staff as necessary</p> <p>Works with Supervisor of Instruction, principals, counselors, teachers and parents to develop identification criteria, redesignation criteria, assessment methods, improvement ideas, parent involvement activities, and other components to ensure effective delivery of services.</p> <p>Supports activities related to ensuring all teachers meet Highly Qualified Teacher requirements</p> <p>Prepares the Consolidated Application.</p> <p>Assists with the development of school plans and coordinates compliance self-review process.</p> <p>Maintains Special Population Data sub-group data and Progress Report Records</p> <p>Analyzes and disseminates information for Adequate Yearly Progress for annual presentation to the school board.</p>			
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Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$243,598
<input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$121,708
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$0
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$0
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$0
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$42,000
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$0
<input type="checkbox"/>	
Total amount of state categorical funds allocated to this school	\$407,306

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$305,234
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$2,628
<input checked="" type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$32,065 (Set-Aside at District Level)
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$90,740
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$58,764
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input type="checkbox"/>	Other federal funds	\$
<input type="checkbox"/>	Other federal funds	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$454,738
Total amount of state and federal categorical funds allocated to this school		\$862,044

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.³ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Michael Sterner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alicia Apodaca	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Burt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emilio Davila	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travis Fusi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mara Sanchez (alternate)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gary Tamayo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daniel Edwards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Todd Evangelist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jose Landeros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sylvia Lemus (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
David Armenta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Danielle Bost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Almarita Jacobo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Austin Petter (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	5	1	4	4

³ EC Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - District Advisory Committee _____ Signature
 - Migrant Parent Advisory Committee _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: _____ .

Attested:

Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Form G: Single Plan for Student Achievement Annual Evaluation (New)

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
- Identify the major expenditures supporting these priorities.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation of the strategies identified above.

- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other_____
 - Based on the analysis of this practice, would you recommend:
 - Eliminating it from next year’s plan
 - Continuing it with the following modifications:_____

Involvement/Governance

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?