

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Acalanes Union High School District
LAS LOMAS HIGH SCHOOL
2010 - 2012

07-61630-0733725
CDS Code

Date of this revision: November 2010

2010-2012 GOALS

- Goal #1** Increase the percentage of 9th grade Algebra 1 students, 10th grade Geometry students and 11th grade Algebra II scoring Proficient and above by 10% on the 2012 CST (using the 2010 CST results as the baseline).
- Goal #2** Increase the percentage of 11th grade students scoring Proficient and above by 5% on the 2012 English-Language Arts CST (using the 2010 CST results as the baseline).
- Goal #3** Increase the average percent correct on the 2012 CAHSEE reading comprehension, writing strategies and writing convention strands by 5% for all reported subgroups (using the 2010 CAHSEE results as the baseline).
- Goal #4** Increase CELDT level scores of all ELD program students by at least one level for each year they remain in the ELD program.

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 School Plan on 12/8/10.

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:

<p>SCHOOL GOAL #1 Increase the percentage of 9th grade Algebra 1 students, 10th grade Geometry students and 11th grade Algebra II students scoring proficient and above by 10% on the 2012 CST (using the 2010 CST results as the baseline).</p>	
<p>Student groups and grade levels to participate in this goal: All 9th grade Algebra 1 students. All 10th grade Geometry students. All 11th Grade Algebra II students.</p>	<p>Anticipated annual performance growth for each group: The proficiency rate for 9th grade Algebra I students will increase from 27% to 30% by 2012 (using the 2010 CST results as a baseline). The proficiency rate for 10th grade Geometry students will increase from 33% to 36% by 2012 (using the 2010 CST results as a baseline). The proficiency rate for 11th grade Algebra II students will increase from 9% to 11% by 2012 (using the 2010 CST results as a baseline).</p>
<p>Means of evaluating progress toward this goal: 2010, 2011 and 2012 CST results.</p>	<p>Group data to be collected to measure academic gains: 9th grade Algebra I students 2010, 2011 and 2012 CST results. 10 grade Geometry students 2010, 2011 and 2012 CST results. 11th grade Algebra II students 2010, 2011 and 2012 CST results.</p>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions	Timeline/ Implementers	Proposed Expenditures	Estimated Cost	Funding Source
<p>Alignment of Instruction with content standards:</p> <p>A CAHSEE Intervention class is in place – The students in this class did not pass the CAHSEE on their first attempt. This class builds the student’s foundational skill level and the curriculum is aligned with the standards associated with the CAHSEE.</p> <p>Reduction in class size in Algebra 1 - WCEF purchased one additional section to reduce teacher to student ratio for Algebra I classes.</p> <p>Algebra A and Algebra B remedial classes – Students coming from WCI at a level below Algebra 1 will have an option to take Algebra A and B (Algebra 1 curriculum taught over four semesters).</p>	<p>Math Teacher, Math Department Chair, Associate Principal 2010 - 2012</p> <p>Principal, Math Department Chair 2010 - 2012</p> <p>Math Department Chair, Math Teachers, Associate Principal 2010 - 2012</p>	<p>Teacher for 1 section</p> <p>Teacher for 1 section</p> <p>Teacher for 1 section</p>	<p>\$18,000 per section</p> <p>\$18,000 per section</p> <p>\$18,000 per section</p>	<p>Measure A</p> <p>WCEF</p> <p>Measure A</p>

<p>Math Department Pull-out Collaboration Days Math Department will spend three days writing benchmark assessments that are aligned with state standards. This will allow math teachers to gauge students learning and understanding of content standards.</p>	<p>Math Department, Associate Principal 2010</p>	<p>Substitute costs for each math teacher for three days</p>	<p>\$5,000</p>	<p>SIP</p>
<p>Improvement of instructional strategies and materials:</p> <p>Math Curriculum continues to align instructional strategies with California State Standards for Mathematics. Use of curriculum materials.</p> <p>ENO Interactive white boards – Interactive white boards are an incredibly technologically advanced teaching tool. The white board is activated and becomes a large computer monitor. Teachers can save information on white board and export it to Blackboard. The students, in turn, can access information from home to review concepts from class. Would like to increase the use of ENO boards</p>	<p>Math Department, Associate Principal 2008</p> <p>Members of math department 2009-2012</p>	<p>Instructional materials: AUHSD Math Adoption for 2008/2009 school year for Algebra I, Algebra 2, Algebra 2/Trig and Math Analysis</p> <p>Explore purchasing additional White Boards for all math classrooms</p>	<p>Books for approximately 16 classes (\$45,000)</p> <p>\$2,000 per board</p>	<p>Instructional Materials Fund</p> <p>Measure E</p>

<p>Use of Recording Pulse Pens – This use of technology allows the teacher to record math computations then post the instruction on Blackboard. This technology is new to the math department and the goal is to increase the usage of pulse pens.</p>	<p>Math department, Math Department Chair 2010 - 2012</p>	<p>Math Teachers Provide each teacher with pulse pen</p>	<p>\$250 \$300</p>	<p>SIP Funding Measure E</p>
<p>Implementation of Overhead Ceiling Projections Systems – Provides a seamless integration of multi-media presentations that enhance student engagement and instructional strategies.</p>	<p>Math Department, Math Department Chair 2010 - 2012</p>	<p>Each math classroom</p>	<p>\$75,000 approx.</p>	<p>Measure E</p>
<p>Use of Document Cameras in association with ceiling projection system – The document camera allows large projection of math computation (including student work) which enhances student understanding of math standards</p>	<p>Math Department 2010 - 2012</p>	<p>Each math classroom</p>	<p>\$5000</p>	<p>Measure E</p>

<p>Extended learning time:</p> <p>Peer Tutors – Peer Tutors are facilitated by the counseling department. The peer tutors are students who excel at upper division math classes and provide additional instruction to struggling students. Peer tutors are linked with students through the counseling department and math department.</p> <p>Lunch and After School Tutoring Program – This program provides students with additional math instruction by math teachers for students seeking additional help or resources, every day after school in the library</p> <p>Hotmath Online Tutoring – This is a service provided by textbook manufacturer. Students can access website videos to review material covered in class, have the concepts retaught to them or make-up class work for having missed class.</p>	<p>Math Department Chair, Math Department Members and Counseling Department 2010 - 2012</p> <p>Math Department Members, Associate Principal 2010 - 2012</p> <p>Students, Parents, Math Department Members 2010 - 2012</p>	<p>None</p> <p>Teachers paid hourly wage to tutor students</p> <p>Online Math Tutoring Service Students given logins and passwords</p>	<p>None</p> <p>\$30,000 budgeted in 2010</p> <p>\$250</p>	<p>None</p> <p>SIP</p> <p>SIP</p>
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<p>Explore possibility of offering parallel math classes for 9th grade Algebra I, 10th grade Geometry and 11th grade Algebra II classes. The parallel classes will be part of the student's schedule. The class would be an elective but will provide the struggling student an additional period of instruction to strengthen math foundation skills. The target student for this class would be students who scored at basic and below on the CST's.</p> <p>Explore avenues to increase adult to student ratio in classes by hiring additional classroom aides in Intervention, Algebra A, Algebra B and Parallel math classes</p>	<p>Math Department Chair, Math Department Members, Counseling, Administration and parents 2010 - 2012</p> <p>Math Department Chair, Math Department Members, Administration, District Office 2010 - 2012</p>	<p>Teacher for 1-3 sections</p> <p>Hire aides for classroom support</p>	<p>\$18,000 per section</p> <p>\$20,000 per aide</p>	<p>Measure A</p> <p>SIP</p>
<p>Increased Educational Opportunity: Algebra A, Algebra B, CAHSEE Intervention and possible Parallel math classes – these classes are designed to provide students with additional math support. The Algebra A and B courses build Algebraic foundations. CAHSEE provides support for students who have not passed the CAHSEE and the parallel courses provide another opportunity for students to learn math concepts.</p>	<p>Math Department Chair, Math Department Members, Administration and Counseling 2010 - 2012</p>	<p>Teacher for 5-10 sections</p> <p>Supplemental instructional materials</p>	<p>\$18,000 per section</p> <p>\$3000</p>	<p>Measure A</p> <p>SIP</p>

<p>Information discussed at 8th grade parent night for incoming freshmen/reduced counselor/student ratio – math teachers and counselors describe the math program offerings to students and parents so they can make informed decisions about which class to take. Also, support services built into math program are also discussed.</p> <p>Students strategically placed in Algebra A, Algebra B and CAHSEE Intervention courses Counselors, math department members and administration consult with WCI math department members to determine proper placement into classes. CST test scores, grades from individual classes, and teacher observations are part of the placement process.</p>	<p>Spring 2010 - 2012</p> <p>LL / WCI counseling LL / WCI math department members administration Spring of 2010 - 2012</p>	<p>Counselors</p> <p>Collaboration time for LL and WCI counselors and teachers</p>	<p>No additional</p> <p>None</p>	<p>NA</p> <p>None</p>
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<p>Staff development and professional collaboration:</p> <p>Pull out articulation day with WCI math department – WCI implemented a new math program called Envision. The articulation day will help math department members understand how the new middle school math program will affect student readiness for high school.</p> <p>Late Start Wednesday morning meeting time used for collaboration for Algebra 1, Algebra A, Geometry and intervention teachers – this time is valuable and provides math department members time to use data as an analysis tool. Also, this time allows the department to continue conversations about aligning instructional strategies to enhance student learning and implementing technology into the classroom.</p> <p>Summer Institute provided by AUHSD – Many members of math department participate in Summer Institute. Specifically, last summer, math teachers worked together implementing a math software into their instructional strategies.</p>	<p>Math Department Members, Administration from LL and WCI 2010 - 2012</p> <p>Math Department Chair, Math Department Members and Administration 2010 - 2012</p> <p>Math Department Members Summer of 2010</p>	<p>Algebra A, Algebra B, Algebra I, Geometry and Algebra II teachers</p> <p>None</p> <p>Teachers who attend Summer Institute</p>	<p>\$3,000</p> <p>None</p> <p>\$175 Per Day</p>	<p>SIP</p> <p>None</p> <p>Title II</p>
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Attending Educational Conferences – Two members of math department will attend Professional Learning Communities conference in AZ.	Two members of Math Department, Associate Principal and Principal 2011	Conference Expenses	\$2,100 per attendee	SIP
Department Training on ENO Boards and piloting of two ENO Boards	Math Department Members	Teacher Training	\$2,000	Measure E SIP
Math Department Collaboration for math common assessments (Benchmarks) – see earlier comments	Math Department Chair, Math Department Members and Associate Principal 2010 - 2012	Math Department Release Time for collaboration Substitute costs	\$5,000	SIP

<p>Involvement of staff, parents and community:</p> <p>Review statewide assessments, CST by administration, counselors, math department and staff.</p>	<p>Math Department Chair, Math Department Members, Administration 2010 - 2012</p>	<p>Time set aside in Wednesday morning meetings</p>	<p>None</p>	<p>None</p>
<p>Develop and implement an intervention plan for each student who has not passed the CAHSEE – Intervention plans of how the student can be more successful are shared with the student, parent and teachers.</p>	<p>Associate Principals, Counselors, Teachers, Parents and Students 2010 - 2012</p>	<p>Students reviewed through SRT process every other Thursday afternoon</p>	<p>None</p>	<p>None</p>
<p>Use of Blackboard – Tech Coordinator organizes Blackboard workshops for teachers on Late Start Wednesdays</p>	<p>Tech Coordinator, Math Department Members 2010 - 2012</p>	<p>Late Start Wednesday Training</p>	<p>None</p>	<p>None</p>

<p>Auxiliary services for students and parents:</p> <p>Teachers use Blackboard to assist students and parents with communication about course work and student achievement.</p>	<p>Math Department Members 2010 – 2012</p>	<p>Late Start Wednesday Training</p>	<p>None</p>	<p>None</p>
<p>Monitoring program implementation and results:</p> <p>Math Department members, counselors, and administration will review student data by analyzing benchmark assessments, grades and comments from teachers in the SRT process.</p>	<p>Math Department Members, Counselors, Administration, Students and Parents 2010 - 2012</p>	<p>Time for analysis and monitoring of student progress</p>	<p>Collaborative Wednesday Meetings and SRT Tuesdays</p>	<p>None</p>

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:

<p>SCHOOL GOAL #2 Increase the percentage of 11th grade students scoring Proficient and above by 5% on the 2012 English-Language Arts CST (using the 2010 CST results as the baseline).</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All 10th grade students who are required to take the CAHSEE All 11th grade students who have not passed the CAHSEE All 12th grade students who have not passed the CAHSEE</p>	<p>Anticipated annual performance growth for each group:</p> <p>Increase the percentage of 11th grade students scoring Proficient and above on the ELA CST by 5% or from 78% in 2010 to 82% 2012.</p>
<p>Means of evaluating progress toward this goal:</p> <p>2010, 2011 and 2012 ELA CST scores</p>	<p>Group data to be collected to measure academic gains:</p> <p>11th grade English-Language Arts results on the 2010, 2011 and 2012 ELA CST.</p>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions	Implementers Timeline	Proposed Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards:</p> <p>The English department will continue to discuss, and implement the alignment of the curriculum and the California ELA standards. Reading comprehension, writing strategies, vocabulary development and grammar have been ongoing targets for the English department.</p>	<p>English Department Members, Administration 2010 - 2012</p>	<p>English Subject Area meetings and department meetings</p>	<p>None</p>	<p>None</p>
<p>Improvement of instructional strategies and materials:</p> <p>Provide staff development opportunities for the English department to collaborate on how to teach vocabulary, reading and writing strategies. The English department wants to explore avenues to refine their reading and writing instructional strategies.</p> <p>Develop new grading rubrics to be used department-wide for assessment of various student writing assignments. This will formalize grading procedures department-wide and enhance students understanding of expectations of the writing process.</p>	<p>English Department Members, Administration 2010 - 2012</p> <p>English Department Members 2010 - 2012</p>	<p>Collaborating with other schools on their successful reading and writing instructional strategies</p> <p>Late Start Wednesday and possible teacher release time for collaboration would need Substitute teachers</p>	<p>Substitute Costs \$125 per day</p> <p>Sub Costs \$125 per day</p>	<p>SIP</p> <p>SIP</p>

<p>Various Supplemental Materials Vocabulary Workbooks – Developing and refining student’s vocabulary requires updated vocabulary workbooks. Grammar Workbooks – Grammar workbooks aid in the development of the students grammar knowledge. Non-Fiction Books – portions of the CST require students to analyze non-fiction text. Implementing non-fiction texts into the curriculum would develop their skill and ability to read and analyze non-fiction text.</p> <p>Collaborate within the English department to implement reading strategies to assist students in understanding text in the content areas. Example, use SOAP (Subject, Occasion, Audience and Purpose) instructional strategy to enhance student learning for reading strategies.</p>	<p>English Department Chair, English Department Members and Administration 2010 - 2012</p> <p>English Department Members 2010 - 2012</p>	<p>Materials for Classrooms</p> <p>Utilize Late Start Wednesday Collaboration Time</p>	<p>\$10,000</p> <p>None</p>	<p>Lottery SIP</p> <p>None</p>
<p>Extended learning time: Peer Tutoring Program – Peer Tutors are facilitated by the counseling department. The peer tutors are students who excel at upper division English classes and provide additional instruction to students who are having difficulty in English. Peer tutors are linked with students through the counseling department and English department.</p>	<p>English Department Chair, English Department Members, Counseling 2010 - 2012</p>	<p>Peer Tutoring Coordinator</p>	<p>None</p>	<p>None</p>

<p>Lunch and After School Tutoring Program – There are many English teachers who participate in the tutoring program. The tutoring schedule is listed throughout the school and students who need additional instruction to help understand English concepts have the opportunity to seek help from an English teacher every day of the week.</p>	<p>English Department Members, Administration 2010 - 2012</p>	<p>Hourly rate for teachers</p>	<p>Allocated \$30,000 in 2010</p>	<p>SIP</p>
<p>Grade Student Support Program – students who were struggling in English classes were selected for the after school tutoring program. Students were selected by teachers who were receiving poor grades in 9th grade classes. Students are broken into two cohorts of 10 students and each cohort of students has one English teacher to help the students. Students are required to attend the study sessions every Tuesday and Thursday after school for an hour.</p>	<p>English Department Members, Math Department and Social Studies Department Members, Administration, Counseling, Students and Parents</p>	<p>Hourly rate for teachers and incidental costs for student snacks</p>	<p>This program is funded through the School-Wide Tutoring Program \$30,000 allocated in 2010</p>	<p>SIP</p>
<p>Teachers use of Blackboard – Teachers who post assignments on Blackboard provide students with additional opportunities to enhance their learning.</p>	<p>English Department Members Ongoing</p>	<p>Blackboard Training Sessions in Summer Institute and District Pull-out Sessions</p>	<p>Substitute Costs Pullout Days \$125 per day</p>	<p>SIP</p>

<p>Increased Educational Opportunity:</p> <p>Re-explore the idea of having a Literacy intervention English class. The literacy class, at one time, was a successful model used at Las Lomas to provide struggling English students with additional classroom instruction to help the students understand complex English concepts. Redevelop curriculum and target student identification process.</p> <p>Intervention Class – This class provides support for special education students who are mainstreamed in a regular English class. This class is team taught by an English teacher and special education teacher.</p> <p>Explore option of using Pulse Pen – the Pulse Pen has a built in recording device and has many educational functions that will allow the student many additional educational opportunities. Example: English teacher can record lectures, vocabulary lessons, grammar lessons, how to write an essay and then the teacher can post those recordings on Blackboard allowing the student to have concepts reinforced at home. This would require staff development for implementation.</p>	<p>English Department Members, Counseling and Administration 2010 - 2012</p> <p>English Department, Special Education Department and Counseling 2010 - 2012</p> <p>English Department Members 2011</p>	<p>English Teachers and Classroom Materials</p> <p>One English Teacher and One Special Education Teacher</p> <p>Summer Institute or District-wide Pull-Out Days</p>	<p>\$18,000 per section</p> <p>\$18,000 per teacher</p> <p>SI-\$175/day Substitute Costs \$125 per day for Pull-Out Days</p>	<p>Measure A</p> <p>Measure A</p> <p>Title II SIP</p>
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<p>SDAIE English Classes – Las Lomas offers two SDAIE English classes. SDAIE English 1 is offered to students who exit ELD and are not prepared to enter a mainstream English course. SDAIE English 1 is the entry class after exiting ELD where SDAIE English 2 is offered to students who exit ELD and have taken SDAIE English 1. Both courses are college prep.</p>	<p>English, ELD and Counseling Departments 2010 - 2012</p>	<p>Teacher for 2 sections</p>	<p>\$18,000 per section</p>	<p>General Fund</p>
<p>Staff development and professional collaboration:</p> <p>Provide staff training in Summer Institute in strategies for reading, vocabulary and grammar development. The English department would like to explore current instructional strategies for the development of these skills.</p> <p>Wednesday morning meeting time used for collaboration to develop common essay rubrics and sharing writing strategies.</p>	<p>English Department Members 2010 - 2012</p> <p>English Department Members 2010 - 2012</p>	<p>Summer Institute</p> <p>Collaborative Wednesday morning meetings</p>	<p>\$175 Per Day</p> <p>None</p>	<p>Title II</p> <p>None</p>

<p>Wednesday morning collaboration between English and other departments. Collaboration is important because proficient English skills are necessary for success in other classes. Collaboration with other departments aligns the teaching of similar skills. English department will explore collaborating with the Science department to improve teaching non-fiction reading skills.</p>	<p>English Department Members and Science Department Members 2010 - 2012</p>	<p>Collaborative Wednesday morning meetings</p>	<p>None</p>	<p>None None</p>
<p>Attending Professional Educational Conferences – English Department Chair attended technology conference in Monterey to glean ideas for technology integration in the English Classroom. Two English teachers will attend a Professional Learning Community conference in AZ. PLC’s will enhance the professional collaboration that focuses on student learning.</p>	<p>English Department Members 2011</p>	<p>Conference Expenses</p>	<p>\$1,500 - \$2,500 per teacher per conference</p>	<p>SIP</p>
<p>English teachers attended district pull-out days for iPad integration into the classroom.</p>	<p>English teachers 2010</p>	<p>Substitute costs</p>	<p>\$125 per day</p>	<p>Title II</p>
<p>Explore idea of collaborating with other English departments within the district to learn best instructional practices at other high schools.</p>	<p>English Department Members 2011 - 2012</p>	<p>Substitute Costs</p>	<p>\$125 per day</p>	<p>SIP or District</p>

<p>Implementation of Overhead Ceiling Projections Systems – Provides a seamless integration of multi-media presentations that enhance student engagement and instructional strategies.</p>	<p>Members of English Department, 2010 - 2012</p>	<p>Every English classroom</p>	<p>\$100,000 approx.</p>	<p>Measure E</p>
<p>Involvement of staff, parents and community:</p> <p>Communicate with parent community via the use of Blackboard and emails. Posting grades and assignments on Blackboard is an effective strategy of communicating progress in English classes. Also, email correspondence is another effective way to communicate student progress in English classes.</p>	<p>English Department Members 2010 - 2012</p>	<p>English Teachers</p>	<p>None</p>	<p>None</p>
<p>Auxiliary services for students and parents:</p> <p>Intervention Class - This class provides support for special education students who are mainstreamed in a regular English class. This class is team taught by an English teacher and special education teacher.</p>	<p>English Department and Special Education 2010 - 2012</p>	<p>Teachers for 2 sections</p>	<p>\$18,000 per teacher</p>	<p>Measure A</p>

<p>Use of Blackboard - Communicate with parent community via the use of Blackboard. Posting grades and assignments on Blackboard is an effective strategy of communicating progress in English classes. Teachers need training on how to utilize Blackboard.</p> <p>School-Wide Tutoring Program - Many English teachers participate in the tutoring program. The tutoring schedule is listed throughout the school and students who need additional instruction to help understand English concepts have the opportunity to seek help from an English teacher every day of the week.</p> <p>Library Open After School – The Las Lomas Library is open every day after school until 5:30 p.m. This provides the students a safe environment to study and complete assignments.</p>	<p>English Department Members, Technology Coordinator 2010 - 2012</p> <p>English Department Members 2010 - 2012</p> <p>Library Clerk Ongoing</p>	<p>Technology Coordinator conduct Department Training</p> <p>Teachers hourly rate</p> <p>Library Clerk</p>	<p>Part of Tech Coordinator release period</p> <p>\$30,000</p> <p>\$6000 annually</p>	<p>Measure A</p> <p>SIP</p> <p>Measure G</p>
<p>Monitoring program implementation and results: English Department Chair, English Department members, administration and counseling will monitor the progress of our English programs by reviewing student data by analyzing assessments, grades and comments from teachers.</p>	<p>English Teachers, counselors and Administrators 2010 - 2012</p>	<p>Late Start Wednesday Meetings</p>	<p>None</p>	<p>None</p>

SCHOOL GOAL #3 Increase the average percent correct on the 2012 CAHSEE reading comprehension, writing strategies and writing convention strands by 5% for all reported subgroups (using the 2010 CAHSEE results as the baseline).	
Student groups and grade levels to participate in this goal: All 10 th grade students	Anticipated annual performance growth for each group: The average percent correct for reading comprehension will increase 5% from 86% in 2010 to 90 % in 2012. The average percent correct for writing strategies will increase 5% from 84% in 2010 to 88% in 2012. The average percent correct for written conventions will increase 5% from 86% in 2010 to 90% in 2012.
Means of evaluating progress toward this goal: Comparing 2010, 2011 and 2012 CAHSEE results	Group data to be collected to measure academic gains: 2010, 2011 and 2012 CAHSEE percent correct results by subgroup and by strand.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions	Implementers Timeline	Proposed Expenditures	Estimated Cost	Funding Source
<p>Alignment of Instruction with content standards: Teachers will provide direct instruction in the course standards aligned with the tests. Teacher will monitor and identify when the instruction in the identified standards are being taught. Appropriate assessments will be used to monitor student progress. Feedback will be provided to students to guide them on areas for improvement.</p>	<p>English Department</p>	<p>Purchase of supplemental materials for staff and students in English.</p>	<p>\$1,000</p>	<p>SIP</p>
<p>Improvement of instructional strategies and materials:</p> <p>Align curriculum with concepts assessed on the CAHSEE test so the concepts are taught prior to the test. Integrate CAHSEE sample questions and support materials within curriculum. Emphasize identified areas of poor performance and spend additional class time working on them.</p> <p>Provide staff development opportunities for the English department to collaborate on how to teach vocabulary, reading and writing strategies. The English department wants to explore avenues to refine their reading and writing instructional strategies.</p>	<p>English Department Members 2010 - 2012</p> <p>English Department Members, Administration 2010 - 2012</p>	<p>Time for teacher collaboration Wednesday morning meetings and staff development days</p> <p>Collaborating with other schools on their successful reading and writing instructional strategies</p>	<p>None</p> <p>\$125 per day for sub</p>	<p>None</p> <p>SIP</p>

<p>Develop new grading rubrics to be used department-wide for assessment of various student writing assignments. This will formalize grading procedures department-wide and enhance students understanding of expectations of the writing process.</p>	<p>English Department Members 2010 - 2012</p>	<p>Late Start Wednesday and possible teacher release time for collaboration would need Substitute teachers</p>	<p>\$125 per day for Sub</p>	<p>SIP</p>
<p>Various Supplemental Materials Vocabulary Workbooks – Developing and refining student’s vocabulary requires updated vocabulary workbooks. Grammar Workbooks – Grammar workbooks aid in the development of the students grammar knowledge. Non-Fiction Books – portions of the CAHSEE require students to analyze non-fiction text. Implementing non-fiction texts into the curriculum would develop their skill and ability to read and analyze non-fiction text.</p>	<p>English Department Chair, English Department Members and Administration 2010 - 2012</p>	<p>Supplemental Materials</p>	<p>\$10,000</p>	<p>SIP</p>
<p>Collaborate within the English department to implement reading strategies to assist students in understanding text in the content areas. Example: Use SOAP (Subject, Occasion, Audience and Purpose) instructional strategy to enhance student learning for reading strategies.</p>	<p>English Department Members 2010 - 2012</p>	<p>Late Start Wednesdays</p>	<p>None</p>	<p>None</p>

<p>Extended learning time: Lunch and After School Tutoring Program - There are many English teachers who participate in the tutoring program. The tutoring schedule is listed throughout the school and students who need additional instruction to help understand English concepts pertinent to the CAHSEE and have the opportunity to seek help from an English teacher every day of the week.</p>	<p>English Department Members 2010 - 2012</p>	<p>English Teachers</p>	<p>Hourly Rate \$30</p>	<p>SIP</p>
<p>Staff development and professional collaboration: Wednesday morning meeting time is allocated for staff development and collaboration with intervention teacher, and English teachers. Plans are developed on how to best meet the needs of students. Teachers addressed the standards that needed to be targeted and developed strategies for instruction.</p> <p>Provide staff training in Summer Institute in reading strategies, vocabulary and grammar development. The LL English department would like to explore current instructional strategies for the development of these skills.</p> <p>Wednesday morning meeting time used for collaboration to develop common grading rubrics for essays and sharing writing strategies.</p>	<p>English Department Members 2010 - 2012</p> <p>English Department Members 2010 - 2012</p> <p>English Department Members 2010 - 2012</p>	<p>Late Start Wednesdays</p> <p>Summer Institutes Training</p> <p>Late Start Wednesdays</p>	<p>None</p> <p>\$175/day</p> <p>None</p>	<p>None</p> <p>Title II</p> <p>None</p>

<p>Wednesday morning collaboration between English and other departments. This collaboration is important because proficient English skills are necessary for success in other classes. The collaboration with other departments aligns the teaching of similar skills. The English department will explore collaborating with the Science department to improve teaching non-fiction reading skills since non-fiction reading skills is highly valued on the CAHSEE exam.</p>	<p>English Department and Science Department 2010 - 2012</p>	<p>Late Start Wednesdays</p>	<p>None</p>	<p>None</p>
<p>Attending Professional Educational Conferences – English Department Chair attended technology conference in Monterey to glean ideas for technology integration in the English Classroom. Two English teachers will attend a Professional Learning Community conference in AZ. PLC’s will enhance the professional collaboration that focuses on student learning. Also, English teachers attended district pull-out days for iPad integration into the classroom.</p>	<p>English Department Members 2010 - 2012</p>	<p>Individual Teachers</p>	<p>\$2,000 per conference (approx)</p>	<p>SIP</p>
<p>Explore idea of collaborating with other English departments within the district to learn best instructional practices at other high schools.</p>	<p>English Department Members 2010 - 2012</p>	<p>Sub Costs for Pull-Out Days</p>	<p>\$125 per sub</p>	<p>SIP</p>

<p>Implementation of Overhead Ceiling Projections Systems – Provides a seamless integration of multi-media presentations that enhance student engagement and instructional strategies.</p>	<p>English Department Members 2010 - 2012</p>	<p>Each English classroom outfitted with System</p>	<p>\$100,000 approx</p>	<p>Measure E</p>
<p>Involvement of staff, parents and community:</p> <p>Students identified as at risk of not passing are notified of enrollment in an intervention class. They are required to attend the class unless they choose to opt out.</p>	<p>English Department and Special Education 2010 - 2012</p>	<p>Intervention class</p>	<p>\$18,000 per section</p>	<p>Measure A</p>
<p>Auxiliary services for students and parents:</p> <p>Peer Tutoring is provided in the intervention classes and during study hall. Additional learning skills time can be provided as needed for special education students.</p>	<p>English Department, Special Education 2010 - 2012</p>	<p>None</p>	<p>None</p>	<p>None</p>

SCHOOL GOAL # 4 Increase CELDT level scores of all ELD program students by at least one level for each year they remain in the ELD program.	
Student groups and grade levels to participate in this goal: 9 th – 12 th Grade ELD Students	Anticipated annual performance growth for each group: For every year student remains in the ELD program, the student's CELDT level will increase by one level (using the most current CELDT results compared to the student's previous year's CELDT results).
Means of evaluating progress toward this goal: Most current CELDT results compared to the student's previous year's CELDT results.	Group data to be collected to measure academic gains: 2010, 2011 and 2012 CELDT results for each student in the ELD program.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions	Timeline Implementers	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with content standards: ELD1 and ELD2 curricula are being aligned with all State ELD Beginning standards, Early Intermediate standards, Intermediate standards, selected State Early Advanced standards and Advanced Standards.	ELD Department Chair, ELD Department Members 2010 - 2012	Purchase of supplemental materials for staff and students.	\$5,000	Title III
Improvement of instructional strategies and materials: The ELD classes will continue to utilize course materials designed for developing basic literacy in English language and skills for students to succeed in the mainstream language arts and other content area classes. <u>Supplemental Materials</u> 1. <u>online Coach</u> – This software allows ELD students to read, listen and record their language acquisition. The benefit is a 1:1 ratio of students to computers and the feedback is immediate. The recordings give feedback on the rate of speech and fluency and will correct pronunciation. The teachers use this software 3-4 times a week.	ELD Chair, ELD Department Members 2010 - 2012 ELD Department Chair, ELD Department Members 2010 - 2012	Time for teacher collaboration Wednesday morning meetings and staff development days Supplemental Materials	None \$3,000- \$4,000	None SIP

<p>2. <u>e-assessment</u> – This software allows students to take their tests online. The immediate feedback on how well they perform allows teachers to see focus on areas where the students need to improve and where the teacher needs to re-teach.</p> <p>3. <u>Oxford Picture Dictionary</u> – primarily used in ELD 1. The use of pictures helps students understand symbols, vocabulary associated with learning the English language.</p> <p>4. <u>Consider purchasing grammar software</u> – One element that needs further attention is the teaching of grammar. Grammar software programs are available to aid the ELD student’s development.</p>				
<p>Extended learning time:</p> <p>ELD program is to help students close gaps in their English language proficiency so they can be successful in English Language Arts and other academic courses. Students are taught in concentrated, extended blocks of time: 3 periods per day for ELD 1 and 2, and 2 periods per day for ELD 3 and 4.</p>	<p>ELD Department Chair, ELD Department Members, Counseling 2010 - 2012</p>	<p>Classroom Teachers</p>	<p>\$18,000 per section</p>	<p>EIA fund</p>

<p>Increased Educational Opportunity:</p> <p>ELD 1 students are enrolled in three periods of ELD 1 to improve and increase their English language skills. ELD 2 students are enrolled in three ELD 2 classes or an ELD 2 and an English 1 class, depending on their skills and desires. ELD 3 students are enrolled in two ELD classes.</p>	<p>ELD Department Chair, ELD Department Members 2010 - 2012</p>	<p>Classroom Teachers</p>	<p>\$18,000 per section</p>	<p>EIA fund</p>
<p>Staff development and professional collaboration:</p> <p>Wednesday morning meeting time is allocated for staff development and collaboration with other teachers, departments and partner middle schools throughout the district (WCI and Stanley Middle School). Discussions between the ELL teachers and other staff members are centered on how to best meet the needs of EL students.</p> <p>Attending Professional Conferences</p> <ol style="list-style-type: none"> 1. Professional development is offered by County Office of Education 2. Stanford Language Project 	<p>ELD Department Chair and Members, WCI & Stanley Counselors & Administrators 2010 - 2012</p> <p>ELD Department Chair and Members 2010 - 2012</p>	<p>Collaboration time for regular education and ELD faculty to meet on Wednesday mornings</p> <p>Conference Expenses</p>	<p>None</p> <p>\$1,500-\$2,500 per teacher per conference</p>	<p>None</p> <p>SIP</p>

Development of District-Wide EL Plan – collaborate with District Office personnel to continue working on EL Plan for AUHSD	ELD Department Chair, District Office	Release Time to Write Plan, Sub Costs	\$125/teacher per day	Title II
<p>Involvement of staff, parents and community:</p> <p>Test results will be shared with parents and parents will be made aware of extra support services available, such as parent education night.</p> <p>Parent communication and involvement through E/DLAC (District/English Learner Advisory Committee). Purpose of E/DLAC committee is to make sure ELD students and parents are informed about the school services that are provided to the students. For example, one ELAC meeting focuses on college readiness and the units needed to graduate from high school.</p>	<p>ELD Department Chair, ELD Counselor, ELD Department Members 2010 - 2012</p> <p>ELD Counselor EL District Personnel 2010 - 2012</p>	<p>Parent Meetings</p> <p>Meetings/Events at least 5-7 times during the school year Meeting supply costs</p>	<p>None</p> <p>\$50 per meeting</p>	<p>None</p> <p>Title III</p>

<p>Auxiliary services for students and parents:</p> <p>Peer Tutoring – peer tutors are offered in ELD 1 and 2. ELD department works with Counseling Department for a peer tutor who is a senior with strong English skills.</p> <p>ESL classes are available for parents through Adult Education.</p>	<p>ELD Department Chair, ELD Counselor 2010 - 2012</p> <p>Ongoing</p>	<p>None</p> <p>Adult Education</p>	<p>None</p> <p>NA</p>	<p>None</p> <p>Adult School</p>
<p>Monitoring program implementation and results:</p> <p>The ELL teachers work closely with the counselors and co-administrators to monitor student progress and address assistance efforts. Any needs are provided to the teacher by the administration.</p>	<p>ELD Department Chair, Counseling 2010 - 2012</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Form D: School Advisory Council Membership

The School Advisory Council is composed of parents, teachers, a classified employee, students and an associate principal. The School Advisory council serves as the oversight committee for the WASC Action Plan. It reviews the Healthy Kids Survey and approves the Single Site Plan and the Emergency Plan.

Names of Members	Principal or designee	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Addison Green					X
Ryan Sevilla					X
Rory Stewart					X
Gail Contreras				X	
Katie Maiuri				X	
Anne Siri				X	
Sharon Taplin				X	
Michele Bellamy			X		
Maria Cunniffe		X			
Lori Gieleghem		X			
Janice Lund		X			
Meredith Tate		X			
Jennifer Nickl		X			
Matthew Campbell	X				
Mark Uhrenholt (SIP Coordinator)	X				
Numbers of members of each category	2	5	1	4	3

Form E: Recommendations and Assurances

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

1. The school advisory council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school advisory council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school advisory council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- School Advisory Committee for State Compensatory Education Programs
- English Learner Advisory Committee
- Community Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- Other (*list*)

4. The school advisory 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.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school Advisory council at a public meeting on December 7, 2010.

Attested:

Matthew Campbell
School principal

M. Campbell
Signature of school principal

12/8/10
Date

Rory Stewart
SSC chairperson

Rory Stewart
Signature of SSC chairperson

12/8/10
Date