

**West Contra Costa Unified School District
El Cerrito Senior High School**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2011-12



Board Approval Date:

Contact Person: **David Luongo**
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2011-12**

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School Site Council (SSC) Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site 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*)

Instructional Leadership Team

Academic Senate

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement 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 site council on: **June 1, 2011**.
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2011-12** school year, using the WCCUSD monitoring process.

Attested:

David Luongo

Typed name of school principal

Signature of school principal

Date

Todd Groves

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Assurances Regarding the School Safety Plan

The principal's signature verifies that **El Cerrito Senior High School** has reviewed the school Safety Plan for **2011-12**.

The plan was was not updated. Key elements of safety, emergency and crisis preparedness were reviewed and discussed with all school faculty and staff.

David Luongo

Typed name of school principal

Signature of school principal

Date

Assurance Regarding the Library Plan

The principal's signature verifies that **El Cerrito Senior High School** has reviewed the district Library Plan for **2011-12**.

David Luongo

Typed name of school principal

Signature of school principal

Date

Assurance Regarding the Technology Plan

The principal's signature verifies that **El Cerrito Senior High School:**

will develop a Technology Plan for **2011-12**

has updated the Technology Plan for **2011-12**

David Luongo

Typed name of school principal

Signature of school principal

Date

**West Contra Costa Unified School District
El Cerrito Senior High School
2011-12
School Site Council Membership Roster**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members		Email address (Home mailing address if email n/a)	Phone Number	Term ends on*:	Identify Chair Person:
<i>Parent/Community Members</i>					
#1	Todd Groves			Sept. 2013	[X]
#2	Karyn Noel			Sept. 2013	[]
#3	Eric Spector			Sept. 2012	[]
<i>Student Members</i>					
#1	Bowie Lee			Sept. 2012	[]
#2				Sept. 2012	[]
#3				Sept. 2012	[]
<i>School/Other Members</i>					
Tchr #1	Kate Bloomer			Sept. 2013	[]
Tchr #2	Keith Johnson			Sept. 2013	[]
Tchr #3	Gail Hetler			Sept. 2012	[]
Tchr #4	Yu-Ting (Judy) Wang			Sept. 2012	[]
Other	Jorge Tovar			Sept. 2013	[]
Principal	David Luongo				[]

Membership Composition:

Secondary (12 total)

- 1 Principal
- 4 classroom teachers
- 1 other school staff
- 3 parents/community members
- 3 students

* Indicate "n/a" if your council does not have SSC Bylaws that specify term limits.

Executive Summary

Equity, Student Achievement, Accountability for All, Safety, Community Engagement and Stewardship are the 2011-12 WCCUSD Goals. Our school establishes programs, activities and actions which are designed to continually address these goals.

GOALS:

Equity: Implement fair, evenhanded district and school level policies, practices, and actions that ensure each student counts, all students can learn, district resources are developed and deployed based on recognition and acknowledgement of the needs and strengths of each student, and all stakeholders are valued members of the WCCUSD community.

ECHS is a mutually supportive, academic community dedicated to helping students develop pride, perseverance, and purpose in order to realize their potential.

We are committed to providing a rigorous, comprehensive, and meaningful education for all students. El Cerrito students, staff, and larger community will work collaboratively so that students will become independent, resilient, motivated critical thinkers, who contribute to the (greater community)/ society as a whole/the global society.

Student Achievement: Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for a successful life.

Throughout the final months of each school year, El Cerrito High School gathers information from students, teachers, parents, staff and administrators regarding challenges, goals, successes and failure that have been seen at El Cerrito High School. We survey parents, students and faculty members. we review survey data from partner organizations, including the California Healthy kids survey the Michigan "Monitoring the future" survey, and any others that provide insight regarding the effectiveness of our work. At the conclusion of the year, leaders from each academic department, parents, students, staff and administrators are invited to participate in developing a Master Plan for Academic Change (MPAC). This group, the Master Plan for Academic Change (MPAC) team then spends three days reviewing student performance data, attendance data, identifying the school's greatest challenges, reviewing the input from surveys, and any other relevant information. From all of this, the MPACT identifies and develops the most critical first steps and developed a focused MPAC for the coming school year. For the 2011-2012 school year, the selected targets are:

- 1. We provide all students with challenging learning experiences and a rigorous curriculum. In addition, we focus instruction on the development of critical thinking and problem-solving skills. We encourage active student inquiry and support their acquisition of study skills.**
- 2. We help students develop and maintain a personalized learning plan in which they commit to academic integrity and personal responsibility for their own education. We celebrate student achievement and showcase it in the community. We provide academic support and counseling to help students achieve their educational goals.**
- 3. We support the effective use of all forms of assessment to improve student learning. We use assessment to measure proficiency, inform instruction, and provide students with a measure of their progress that relates to their educational goals.**

El Cerrito High School was designated a School Assistance and Intervention Team program school as of the 2003-2004 school year. Under the provisions and auspice of SAIT, El Cerrito High School instituted a series of academic support /intervention classes in the areas of mathematics and English for respective 9th grade students. These classes continue to include intensive and strategic support in Algebra, Geometry and Read 180, as well as and writing support for all 9th grade students by providing each student with a writing coach. About 50% of entering 9th grade students are placed in an Algebra or Geometry preparation courses based on CSTs scores and scores on the MDTP. The primary focus of the academic intervention classes is to give students the prerequisite learning skills to be proficient in all subject areas. Through a series of pre-assessments, quarterly benchmark tests and post-assessments, academic progress is measured on all students.

In a continued effort to address the diverse learning needs of all students, the staff at El Cerrito High School is focusing its professional development in the area of lesson design, outcomes-based syllabi, aligned course curriculum, delivery of instruction to meet the needs of all students. Our diverse learning population includes our Special Education students in NSH, SH and RSP programs, our EL program comprised of ELD 1-4 students and our GATE program. Students have the opportunity to engage in academic intervention classes, academy and career path courses, honors and advanced placement classes that address their unique educational needs.

Most RSP and many NSH students are placed in mainstream courses with tutorial support. Based on the recommendation of the IEP team, some NSH students are given Special Day Classes (SDC), using the AAA model. SH students are general in SDCs, but may be mainstreamed for select courses as determined by each student's IEP team.

On a weekly basis the teachers collaborate in departments, MPAC teams or as a faculty to work on addressing the MPAC goals. Teachers will be provided training in, and models for, staff collaboration for the purpose of accelerating student achievement. The collaboration time provides teachers with an opportunity to share strategies and activities as well as review supplemental instructional materials for each subject area. Additionally, all core curricular materials align with the California State Standards and frameworks in each subject area, and the purchase of all textbooks, novels, and workbooks is consistent with the state and district adopted text lists.

El Cerrito High School has three computer labs and is a partner with the Tech Futures and Media Academy programs. Students receive education in networking, programming, graphic design and database networks. All the network systems have Internet accessibility as well. Last year the EduSoft program was initiated to support our data analysis and standards based assessment program. The data gathered from the EduSoft system has enabled departments to carefully examine areas of instructional strength as well as aspects for subject level improvement. A detailed examination of our varied instructional programs is articulated in the El Cerrito Single Plan for Student Achievement.

Accountability for All: Build a system of accountability for all that nurtures a culture where all administrators, teachers, district employees, families, students, and community members are accountable for their roles in improving student achievement.

The Academic Senate and Instructional Leadership Team meet twice a month to examine student data and make recommendations relative to the instructional program at El Cerrito High School. In conjunction with the School Site Council, department leaders address all facets of subject level instruction and make decisions that enhance educational opportunities in order to promote student achievement. Further, the principal and school reform coordinator meet with department leads to review standards-based instruction, lesson design and formative and summative assessment measures.

During weekly Wednesday collaboration, departments meet to examine and disaggregate data, share lessons and activities, and discuss methods to assess student mastery of fundamental learning concepts. All staff members are expected to use explicit direct instruction techniques, emphasizing a performance objective, guided practice and a lesson summary as key elements toward effective instruction. Teachers will be provided training and models for curriculum-embedded assessments to ensure student placement in appropriate intervention that allow them to move through intervention quickly and gain access to the core program.

With regard to the Single Plan for Student Achievement, the external community plays an active role in preserving the integrity of the instructional program. The School Site Council meets monthly to review the instructional program and proposed expenditures in all subject areas. The PTSA provides ongoing support to ensure many instructional and extracurricular programs are offered at El Cerrito High School. The GATE and ELAC Parent Advisory committees also meet frequently to assess student needs and examine the effectiveness of each program respectively. Student and parent surveys are also completed annually to examine all phases of the instructional program and make recommendations for school wide improvement. Finally, the Student Council and Rep Council ensure that the students play an active role in the decision making process. Students meet weekly with school administration to plan assemblies, dances and multi-cultural workshops.

Safety: Implement strategies that ensure 1) safe, positive learning and working environments, 2) site preparedness for any crisis or emergency.

School wide safety is paramount in ensuring that a positive school culture/climate is sustained at all times. The staff meet regularly to discuss issues of safety and refine policies and practices relative to student conduct. All discipline policies are adhered to as stated in the Gaucho Student Planner and the District's Student and Parent Handbook. The school administration ensures that all discipline policies are enforced and consequences are instituted in accordance with statutes in the California Education Code.

The principal along with the custodial supervisor perform daily inspections of the campus to ensure the safety and welfare of students and staff at all times. Emergency and first aid supplies are dispersed throughout the campus and all administrative staff personnel are trained in Standard First Aid and CPR.

Along with teachers and administrators, the other safety support staff include site supervisors and our school resource officers from the El Cerrito Police Department. Both the site supervisors and the SRO's provide on-going safety assistance and respond to any crisis or emergency situation in an expedient manner.

El Cerrito High School continues to set a standard of excellence by providing on-going emotional counseling and crisis intervention via the James Morehouse Project (JMP). The JMP provides individualized counseling and a conflict mediation program, whereby students can work on resolving conflicts and develop the necessary coping strategies that promote positive interaction with their peers. Additionally, the JMP provides workshops that inform students about alcohol and tobacco prevention, healthy living habits and sex education. The Community Project has a full time coordinator along with a cadre of part time therapists, counselors and psychologists.

Community Engagement: Engage the community in a process that provides for open, transparent, and inclusive participation of community stakeholders in WCCUSD planning and provides for meaningful dialogue on critical issues. This will be fostered and sustained on a district-wide level by continuously improving WCCUSD internal capacities and capabilities to engage all stakeholders.

El Cerrito High School is a team of staff members, parents and students who support each other, communicate and collaborate with each other, drawing from the strength of our many cultures. We view the participation and engagement of all stake holders as a vital component in building positive and productive relationships. To this end, we encourage the participation of parents and community members in a variety of ways. The PTSA, ECSAF (El Cerrito Student Activity Fund), and IAE (Investing In Academic Excellence) provide financial support for the sustainability of all extracurricular and a handful of instructional programs at El Cerrito High School. The money raised by both organizations enables various clubs and programs to purchase resources and materials. These resources will be shared between programs this year, enabling programs with fewer fundraising activities to operate effectively. Club activities include: Forensics/Debate, Drama, Dance, Instrumental Music, Radio Broadcasting, Graphic Arts, Photography, Multi-Cultural, Yearbook, Journalism, Tech Futures, etc.

Along with the numerous clubs and activities at El Cerrito High School, students participate in various Service Learning Projects. Not only is the Service Learning Project a graduation requirement for all graduates, it also reinforces the strong commitment of community service.

From an external standpoint, the El Cerrito High School community has enjoyed educational partnerships with Contra Costa College, Upward Bound, Berkeley UC Access Math Program, Making Waves, Ivy League College Connection Program, AVID, ROP and Tech Futures. Each of these programs has assisted students in developing research, study habits, and initiating career and college pathways. More detailed information regarding the El Cerrito High Committees is noted in the Stakeholder Involvement section of the SPSA.

Stewardship: Continually strive to improve the effective and efficient use of financial and other resources. Stewardship is the wise use of resources and the attribute by which the district can build and maintain public trust.

The El Cerrito High School (ECHS) principal will review all fund allocations for academic value. Funds will only be allocated for programs that enrich the culture and academic prowess of ECHS. Funds raised by performing arts and athletics programs may be used to purchase resources and materials. These resources will be shared between programs this year, enabling programs with fewer fundraising activities to operate effectively. The approval process, fund allocations and balances will be transparent and available for review by interested stakeholder groups upon request.

Description of any grants (i.e., Scully) that are not under the purview of the SSC, yet contribute to the school's path to academic excellence:

Program Name: **California Partnership Academy Grant: Information Technology Academy**
Program Focus: **Technology & media skills**
Program Name: **21st Century Grant**
Program Focus: **after-school academic tutoring**

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA).

As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

		Choose one task management option for each step		
	Task	SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze CST and local assessment data	Process:	or	Process: The SPSA Committee (composed of Academic Senate, ILT, and Administrators) will review CST data, local benchmark data, and other schoolwide data. Findings will be used to complete Step 3. Final findings will be presented for review and approval to the SSC at the first meeting of the school year.
Step 2	Gather input from (check all that apply) <input checked="" type="checkbox"/> GATE <input checked="" type="checkbox"/> ELAC <input type="checkbox"/> CAC <input checked="" type="checkbox"/> Others ILT, Acad. Sen.	Process: A representative of the SPSA committee will attend the respective meetings of each advisory group to provide an explanation of the current plan development process. The committee will review the recommendations of the advisory committees and provide a list of recommendations to the SSC at the first meeting of the school year. The committee will ensure that each advisory group outlines how it will continue to provide input to the council.	or	Process:
Step 3	SPSA strategies development	Process:	or	Process: The SPSA Committee (composed of the Academic Senate, ILT, and Administrators,) will review findings from Step 1 and with input from members will identify strategies that align with schoolwide and district goals to improve student achievement. Identified strategies will be presented for review and approval to the SSC at the first meeting of the school year.
Step 4	Budget development	Process: The council-at-large will review and discuss recommended budget allocations for the adopted strategies from step 3 at the first meeting of the school year.	or	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date: TBD annually		
Step 6	SPSA monitoring	<p>The council-at-large will complete the Round 1 monitoring forms for all strategies by identified due date. The council will involve the following groups in completing the forms: advisory committees, ILT, Academic Senate.</p> <p>The council-at-large will complete the Round 2 monitoring forms for all strategies by identified due date. The council will involve the following groups in completing the forms: advisory committees, ILT, Academic Senate.</p>	or	Process:

**ACTION PLAN
FOR IMPROVING STUDENT ACHIEVEMENT
(CURRICULUM AND INSTRUCTION)**

High School ELA Goals and Indicators

Status of 2010-11 AYP Goal

2010-11 NCLB AYP Goal for ELA of 66.7% met for all students and all significant subgroups

- or -

Made AYP by Safe Harbor or other CDE Criteria

2010-11 established school goal for ELA of % met for all students and all significant subgroups

2010-11 AYP Goal for ELA of 66.7.0% not met in the following areas: **The ELA goals for 10-11 AYP were not met schoolwide (55.4%), not met amongst the African American students (28.4%), and not met amongst the English Learners (29.3%). The ELA goals for 10-11 AYP were met through Safe Harbor, but did not receive a minimum score of 66.7% in the following groups: Hispanic or Latino (49.2) and Socioeconomically Disadvantaged (38%).**

2011-12 AYP Goal (Check One)

Our goal for 2011-12 is that **82.8% of all students** and all **numerically significant subgroups** will be proficient in **ELA**. This goal is based on the NCLB AYP target of **77.8%** proficient, plus the additional **5%** District level requirement.

We have met the **2011-12** school-wide NCLB and District target AYP goal for **ELA** of **82.8%**. We have established the following goal:

**ELA Data Analysis
(3-Year Comparison)**

CAHSEE (AYP) Performance - School Wide

	2008-09		2009-10		2010-11	
Students at/above proficient	49.5	139	49.7	158	55.4	149
Students at basic and below	50.5	142	50.3	160	44.6	120
Total valid scores	100	281	100	318	100	269
Total increase required during 2011-12 to meet the goal for ELA:					27.6%	74
Description of findings: The percentage of students at/above proficient in relation to their performance on the English part of the CAHSEE has increased over the past three years with the largest gains taking place last year (10-11) with a percentage						

CAHSEE (AYP) Performance by Subgroup - African-American

<input checked="" type="checkbox"/> Significant Subgroup	2008-09		2009-10		2010-11	
Students at/above proficient	25.3	23	31.4	33	28.4	23
Students at basic and below	74.7	68	68.6	72	71.6	58
Total valid scores	100	91	100	105	100	81
Total increase required during 2011-12 to meet the goal for ELA:					54.6%	45
Description of findings: The percentage of African American students at/above proficient in relation to their performance on the English part of the CAHSEE has fluctuated over the past three years with the largest gains taking place during the 9-10 school-year with a percentage of 31.4%. This year's score of 28.4% is lower than the targeted school-wide goal of 66.7%.						
[] Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - Latino

<input checked="" type="checkbox"/> Significant Subgroup	2008-09		2009-10		2010-11	
Students at/above proficient	35.3	24	42.1	40	49.2	30
Students at basic and below	64.7	44	57.9	55	50.8	31
Total valid scores	100	68	100	95	100	61
Total increase required during 2011-12 to meet the goal for ELA:					33.8%	21
Description of findings: The percentage of Latino students at/above proficient in relation to their performance on the English part of the CAHSEE has increased consistently over the past three years. This year's score of 49.2% is still lower than the targeted school-wide goal of 66.7%, but does meet the growth target defined by Safe Harbor.						
[] Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - White

<input checked="" type="checkbox"/> Significant Subgroup	2008-09		2009-10		2010-11	
Students at/above proficient	85.7	42	78.6	44	83.1	59
Students at basic and below	14.3	7	21.4	12	16.9	12
Total valid scores	100	49	100	56	100	71
Total increase required during 2011-12 to meet the goal for ELA:					1%	1
Description of findings: The percentage of White students at/above proficient in relation to their performance on the English part of the CAHSEE has fluctuated over the past three years. This year's score of 83.1% is higher than the targeted school-wide goal of 66.7%.						
<input checked="" type="checkbox"/> Area of strength [] Area of concern						

CAHSEE (AYP) Performance by Subgroup - Asian

<input type="checkbox"/> Significant Subgroup	2008-09		2009-10		2010-11	
	Students at/above proficient	61.8	34	66.7	32	66.7
Students at basic and below	38.2	21			33.3	17
Total valid scores	100	55		48	100	51
Total increase required during 2011-12 to meet the goal for ELA:					16.3%	9
Description of findings: The percentage of Asian students at/above proficient in relation to their performance on the English part of the CAHSEE has stayed consistent over the past two years. This year's score of 66.7% meets the targeted school-wide goal of 66.7%.						
<input checked="" type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - EDY (SED)

<input checked="" type="checkbox"/> Significant Subgroup	2008-09		2009-10		2010-11	
	Students at/above proficient	26.7	27	32.9	52	38.0
Students at basic and below	73.3	74	67.1	106	62	80
Total valid scores	100	101	100	158	100	129
Total increase required during 2011-12 to meet the goal for ELA:					45%	59
Description of findings: The percentage of EDY students at/above proficient in relation to their performance on the English part of the CAHSEE has increased consistently over the past three years. This year's score of 38% is still lower than the targeted school-wide goal of 66.7%, but does meet the growth target defined by Safe Harbor.						
<input type="checkbox"/> Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - English Learners

<input checked="" type="checkbox"/> Significant Subgroup	2008-09		2009-10		2010-11	
	Students at/above proficient	13.5	7	28.0	21	29.3
Students at basic and below	86.5	45	72	54	70.7	39
Total valid scores	100	52	100	75	100	58
Total increase required during 2011-12 to meet the goal for ELA:					52.7%	31
Description of findings: The percentage of English Learner students at/above proficient in relation to their performance on the English part of the CAHSEE has increased over the past three years. This year's score of 29.3% is lower than the targeted school-wide goal of 66.7%.						
<input type="checkbox"/> Area of strength <input checked="" type="checkbox"/> Area of concern						

High School MATH Goals and Indicators

Status of 2010-11 AYP Goal

2010-11 NCLB AYP Goal for MATH of 66.1% met for all students and all significant subgroups

- or -

Made AYP by Safe Harbor or other CDE Criteria

2010-11 established school goal for MATH of % met for all students and all significant subgroups

2010-11 AYP Goal for MATH of 66.1% not met in the following areas: **The Math goals for 10-11 AYP were not met schoolwide (52.8%) and not met amongst the Latino students (35.5%). The Math goals for 10-11 AYP were met through Safe Harbor, but did not receive a minimum score of 66.7% in the following groups: African American (36.2) and Socioeconomically Disadvantaged (38%), and English Learners (40.4%).**

2011-12 AYP Goal (Check One)

Our goal for 2011-12 is that **82.4% of all students** and all **numerically significant subgroups** will be proficient in Math. This goal is based on the NCLB AYP target of 77.4% proficient, plus the additional 5% District level requirement.

We have met the 2011-12 school-wide NCLB and District target AYP goal for **MATH** of **82.4%**. We have established the following goal:

**MATH Data Analysis
(3-Year Comparison)**

CAHSEE (AYP) Performance - School Wide

	2008-09		2009-10		2010-11	
Students at/above proficient	47.9	134	41.9	134	52.8	142
Students at basic and below	52.1	146	58.1	186	47.2	127
Total valid scores	100	280	100	320	100	269
Total increase required during 2011-12 to meet the goal for MATH :					30.4%	82
Description of findings: The percentage of students at/above proficient in relation to their performance on the Math part of the CAHSEE have fluctuated over the past three years. This year's score of 52.8% is still lower than the targeted school-wide goal of 66.1%.						

CAHSEE (AYP) Performance by Subgroup - African-American

<input checked="" type="checkbox"/> Significant Subgroup	2008-09		2009-10		2010-11	
Students at/above proficient	18.7	17	17.0	18	36.2	29
Students at basic and below	81.3	74	83	88	63.8	51
Total valid scores	100	91	100	106	100	80
Total increase required during 2011-12 to meet the goal for MATH :					47%	38
Description of findings: The percentage of African American students at/above proficient in relation to their performance on the Math part of the CAHSEE has fluctuated over the past three years but there was a large gain from school year 9-10 to school year 10-11. This year's score of 36.2% is still lower than the targeted school-wide goal of 66.1%, but met the AYP requirement through Safe Harbor.						
[] Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - Latino

<input checked="" type="checkbox"/> Significant Subgroup	2008-09		2009-10		2010-11	
Students at/above proficient	37.7	26	39.6	38	35.5	22
Students at basic and below	62.3	43	60.4	58	64.5	40
Total valid scores	100	69	100	96	100	62
Total increase required during 2011-12 to meet the goal for MATH :					47.7%	30
Description of findings: The percentage of Latino students at/above proficient in relation to their performance on the Math part of the CAHSEE has fluctuated over the past three years. This year's score of 35.5% is still lower than the targeted school-wide goal of 66.1% and also dropped below the previous two years.						
[] Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - EDY (SED)

<input checked="" type="checkbox"/> Significant Subgroup	2008-09		2009-10		2010-11	
Students at/above proficient	30.4	31	27.7	44	38.0	49
Students at basic and below	69.6	71	72.3	115	62	80
Total valid scores	100	102	100	159	100	129
Total increase required during 2011-12 to meet the goal for MATH:					45%	58
Description of findings: The percentage of EDY students at/above proficient in relation to their performance on the Math part of the CAHSEE has fluctuated over the past three years. This year's score of 38% is still lower than the targeted school-wide goal of 66.1%, but higher than the previous two years.						
[] Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - English Learners

<input checked="" type="checkbox"/> Significant Subgroup	2008-09		2009-10		2010-11	
Students at/above proficient	34.0	17	33.8	25	40.4	23
Students at basic and below	66	33	66.2	49	59.6	34
Total valid scores	100	50	100	74	100	57
Total increase required during 2011-12 to meet the goal for MATH:					42.6%	25
Description of findings: The percentage of English Learner students at/above proficient in relation to their performance on the Math part of the CAHSEE have fluctuated over the past three years. This year's score of 40.4% is still lower than the targeted school-wide goal of 66.1%, but met the AYP requirement through Safe Harbor.						
[] Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - Other Asian

<input type="checkbox"/> Significant Subgroup	2008-09		2009-10		2010-11	
Students at/above proficient	74.1	40			74	37
Students at basic and below	25.9	14			26	13
Total valid scores	100	54			100	50
Total increase required during 2011-12 to meet the goal for MATH:					1%%	
Description of findings: The percentage of Asian students at/above proficient in relation to their performance on the Math part of the CAHSEE meets the AYP minimum of 66.1%. This year's score was 74%						
<input checked="" type="checkbox"/> Area of strength [] Area of concern						

High School CST Data Analysis

CST Performance - School Wide English-Language Arts

	2008-09		2009-10		2010-11	
Students at/above proficient	41	360				
Students at basic and below	59	517				
Total valid scores	97	877				
Description of findings:						

CST Performance - School Wide Algebra I

	2008-09		2009-10		2010-11	
Students at/above proficient	2	5	2		2	
Students at basic and below	98	223	98		98	
Total valid scores	24	228	100	167	100	219
Description of findings:						

CST Performance - School Wide Biology

	2008-09		2009-10		2010-11	
Students at/above proficient	15	5	27		23	
Students at basic and below	85	28	73		77	
Total valid scores	39	33	100	301	100	355
Description of findings:						

Academic Performance Index (API)

Base 2010 API	2011 Growth Target Points	2011 API	Growth Points	Met API
645	8	658	13	Yes

English Learner Goals

Status of 2010-11 AMAO 1 Goal (Check One)

- 2010-11 NCLB AMAO 1 goal of 54.6% of English learners meeting the annual growth target met.
- 2010-11 NCLB AMAO 1 goal of 54.6% of English learners meeting the annual growth target not met.

Status of 2010-11 AMAO 2 Goal (Check One) – Cohorts 1 and 2

- 2010-11 NCLB AMAO 2 Cohort 1 goal of 18.7% of English learners attaining English proficiency (defined as a score of Early Advanced or Advanced with no skill area below Intermediate) met.

-and-

2010-11 NCLB AMAO 2 Cohort 2 goal of 43.2% of English learners attaining English proficiency (defined as a score of Early Advanced or Advanced with no skill area below Intermediate) met.

- One or both 2010-11 NCLB AMAO 2 goals for Cohorts 1 and 2 were not met.

2010-11 NCLB AMAO 2 Cohort 1 goal of 18.7% met not met.

-and-

2010-11 NCLB AMAO 2 Cohort 2 goal of 43.2% met not met.

New 2011-12 AMAO 1 Goal (Check One)

- Our goal for 2011-12 is to meet or exceed the NCLB AMAO 1 goal of 56% of our English learners meeting the annual growth target.
- We have met the 2011-12 NCLB AMAO 1 goal of 56%. We have established the following goal

New 2011-12 AMAO 2 Goal (Check One) – 2 Cohorts

- Our goal for 2011-12 is that English learners will meet the NCLB AMAO 2 Cohort 1 target of 20.1%

-and-

NCLB AMAO 2 Cohort 2 target of 45.1%

- We have met the 2011-12 NCLB AMAO 2 Cohort 1 target of 20.1%.

-and-

NCLB AMAO 2 Cohort 2 target of 45.1%

We have established the following goal

**Comparison of AMAO Data
(Annual Measurable Achievement Objectives - Measured by CELDT)**

AMAO 1 - Annual Growth

Percentage of English learners (EL) who have met the growth target (e.g., moved one level or more).

AMAO 1	2009-10		2010-11	
Students met AMAO 1	57%	85	47.4%	72
Students did not meet AMAO 1	41%	64	52.6%	80
Total # in Cohort 1*	98%	149	100%	152
Total increase required during 2011-12 to meet the goal:			8.6%	13

*** Cohort 1 includes:**

EL students at the Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels who have matched scores.

AMAO 2 - Attaining English Proficiency

Percentage of English learners (EL) who have reached English proficiency, defined as score of Early Advanced or Advanced with no skill area below Intermediate.

Cohort 1 AMAO 2	2010-11	
Students in Cohort 1 met AMAO 2	19%	12
Students in Cohort 1 did not meet AMAO 2	81%	51
Total in Cohort 1 AMAO 2	100%	63
Total increase required during 2011-12 to meet the Cohort 1 AMAO 2 goal:		1.1% 1

Cohort 2 AMAO 2	2010-11	
Students in Cohort 2 met AMAO 2	43%	49
Students in Cohort 2 did not meet AMAO 2	57%	65
Total in Cohort 2 AMAO 2	100%	114
Total increase required during 2011-12 to meet the Cohort 2 AMAO 2 goal:		2.1% 2

Two Cohorts for 2010-11 include:

Cohort 1:

ELs, including new enrollees, enrolled less than 5 years

Cohort 2:

ELs enrolled 5 years or more

Please note: If the cohort size is smaller than 30, no AMAO results are available.

System-wide Barriers

The following system-wide barriers have impacted our ability to meet our academic goals. Check all that apply and provide brief description of issue(s) and where applicable any site determined strategy for overcoming the barrier(s).

Barrier Description	Strategy for Overcoming Barrier
Staffing:	*
Facilities maintenance:	*
Facility capacity (space for classrooms/programs):	*
Safety:	*
Materials availability:	*
Technology:	*
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support:	*
Other:	*

* A check in the box indicates that completion of this section requires additional central administrative department support.

Student Achievement

Reading Language Arts - RLA #1

Strategy to be used during the 2011-12 school year:

To provide individualized writing coaching to every 9th grade student, half the coaches' time (funded with SCE funds) will be spent assisting struggling identified students in ELA classes, and the other half of the coaches' time (funded with LEP funds) will be spent supporting ELLs during their ELD classes.

Description of the above strategy:

The English department will work closely with the Writer Coach Connection (Community Alliance Group) to set up one-on-one tutoring sessions for all 9th grade students. Each student will have the opportunity to participate in ten writing sessions with their coach during the term in which they are enrolled in a 9th grade English class. The Community Alliance Group will be contracted to coordinate the recruitment, training, and organization of writer coaches. An initial assessment will be designed and implemented for the second semester so that baseline data can be established on students that can be compared to an assessment given at the end of the term. A rubric will also be designed to align with the assessments. Common writing assignments will be assigned to all 9th graders that they will work on with writer coaches. All coaches will go through training which will help them support students and teachers.

This strategy will address the specific learning needs of students in the following subgroups:

African-American Latino EDY
 EL Special Ed. Other:

This strategy will address the content cluster area of **Writing**:

Written Conventions Writing Strategies

We have used this strategy for 1 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):
We piloted this strategy with a few struggling students and found it to have a positive impact on student performance, so this year, we are trying it for the whole grade level.

This is a new strategy this year.

Action steps to implement the strategy:

By September, we will Recruit and Train Writer Coaches

Begin one-to-one tutoring sessions with students and coaches.

Administer District Writing Benchmark 1 to all students.

By December, we will Create initial and final writing assessments to monitor the program and determine growth for students; create rubric to score writing assessments

Administer Initial Writing Assessment.

Evaluate effectiveness of the implementation of the strategy, address challenges to ensure a full implementation.

By May, we will Administer Final Writing Assessment

By 6/1/12 we will Analyze data from writing assessments, District Benchmarks (RLA Writing and ELD), and CAHSEE to determine effectiveness of the Writer Coach Program

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	paper, journals, binders to organize systematic writing, store reference materials, monitor individual progress
Parent (008)	paper for progress news, materials for parent meetings
Professional Dev (024)	
Technology (001)	
Library (006)	

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card
additional hours for PD regarding program			[X]

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Integration of the writing program	Writer Coach Connection (Community Alliance Group)	[]		[X]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Department Meeting Time used to create initial and final writing assessment and rubric	[]	[X]	
Department Meeting time used to review data regarding writing assessments	[]	[X]	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
recruitment of parents and community members to become writer coaches - will take place at walk-through, PTSA meetings, and other public events at the school throughout the year	[X]	[X]	[X]

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)
9-12	science field, labs, colleges; museums, performances, exhibitions	more topics to share writing skills with various audiences

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)
9	Writer Coach Connection (Community Alliance Group)

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Initial and Final Written Assessments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Writing Benchmarks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Multiple Choice Benchmarks (Only those questions which pertain to writing strategies and conventions)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAHSEE scores	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITE assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Categorical funds used to implement the strategy: (check all that apply)

<input type="checkbox"/> Title I	<input checked="" type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> EIA/LEP	<input checked="" type="checkbox"/> Other: community donations	<input type="checkbox"/> Other:
Estimated Cost for Strategy: \$24,000		

Student Achievement

Reading Language Arts - RLA #2

Strategy to be used during the 2011-12 school year:

To implement and discuss the results of a common set of multiple choice and writing benchmark tests for each grade level. To act on the resulting data through reteaching and internal (teacher led) professional development.

Description of the above strategy:

The English department will implement the new district pacing guide and associated benchmarks. Our purpose is to better ensure a common set of learning objectives across sections of a course and to increase the department's ability to assess and discuss students' achievement of those learning objectives. Each semester we will proctor a set of four on-demand writing assignments and four multiple choice tests. The tests will be uploaded to a district server via Edusoft. We will use Edusoft to generate reports on student achievement, and will analyze that data to determine areas of relatively high and low student achievement using tools such as "Item Analysis". Through peer professional development, we will work to improve instruction toward greater achievement of those learning objectives.

This strategy will address the specific learning needs of students in the following subgroups:

African-American Latino EDY
 EL Special Ed. Other:

This strategy will address the content cluster area of:

Comprehension Vocabulary Other: **Writing**

We have used this strategy for year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):

This is a new strategy this year.

Action steps to implement the strategy:

By 8/13 we will **Participate in district development of a pacing guide and benchmark exams for each grade level.**

By 8/29 we will **Begin implementing the pacing guide's curriculum in our classes.**

By 10/28 we will **Proctor the first round of multiple choice and writing benchmark exams, to be conducted in a series of four that will be completed within each semester.**

By 1/13 we will **Discuss the results of at least one multiple choice and at least one writing benchmark. We will identify individual teacher and department-wide areas for growth, and will pursue that growth through teacher-led professional development**

By 2/8 we will **Identify anchor papers for at least one writing benchmark exam and calibrate grading for writing benchmarks from that point forward.**

Assess overall student learning and growth, as indicated by benchmarks. We will also make recommendations for revising the pacing guide and benchmarks for the following school year.

We will also study student data and analyze the impact of this strategy on student learning. We will determine whether we should continue with this strategy, modify this strategy, or try a different research based standards aligned strategy to maximize student learning.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	
Parent (008)	
Professional Dev (024)	
Technology (001)	
Library (006)	

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
To be determined. Examples may include teaching active reading strategies, vocabulary development, or direct instruction of syntactical techniques	Peer led	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Sharing of best practices Discussion of academic articles Development of shared strategies and curriculum Reflection	[]	[]	First and second Wednesday of each month

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
Spring Saturday review sessions which parents of struggling students are invited to attend with their children	[X]	[X]	[X]
Sharing of benchmark data with parents and scheduling of students for tutoring at the ACE center for additional support in areas of weakness	[X]	[]	[X]

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Benchmark Exams	[X]	[X]	[]	[]
four on-demand writing assignments and four multiple choice tests.	[X]	[X]	[X]	[]
Agendas, sign-ins, notes from collaboration/planning and analysis peer meetings	[]	[]	[]	[X]

Categorical funds used to implement the strategy: (check all that apply)

[] Title I	[X] EIA/SCE	[X] Other: general school instructional program
[] Title I parent involvement	[] QEIA	[] Other:
[] EIA/LEP	[X] Other: Community Funding	[] Other:
Estimated Cost for Strategy:		\$1000

Student Achievement

Math #1

Strategy to be used during the 2011-12 school year:

Teach mathematics conceptually, regularly, using the Mathematics Instructional Guide as the source for concepts to be emphasized.

Description of the above strategy:

On a daily basis, teachers will focus their instruction on the concepts identified as key in the Mathematics Instructional Guide (MIG) and on teaching them in depth. This may necessitate designing lessons and bringing in materials to supplement adopted programs. Throughout the year, teachers will monitor student learning to evaluate the effectiveness of this approach, using a variety of assessment instruments, including the Mathematics Diagnostic Testing Project tests from the University of California, as well as teacher-made assessments, projects, and portfolios. This goal aligns with MPAC Goal #1 because it will help us to provide a rigorous and challenging curriculum to our students and will also help us to emphasize critical thinking and problem-solving skills.

This strategy will address the specific learning needs of students in the following subgroups:

African-American Latino EDY
 EL Special Ed. Other:

This strategy will address the content cluster area(s) of:

Algebra I and II Geometry Integrated Math
 Other:

We have used this strategy for **5** year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available): an increase in our Geometry CST scores and increases in the numbers of students that moved up a performance level from the previous year. Other standardized test results were mixed but our department-wide assessment showed growth between the beginning of Semester 2 and the end in June.**

This is a new strategy this year.

Action steps to implement the strategy:

By Sept/2011 we will assess the results of the Algebra 1 final and adjust our template for this school year.

By Feb/2012 we will assess the results of the Algebra 1 final and adjust our template for the second semester.

By Feb 2012 we will collaborate to create a template for the final exam to be given in Geometry.

By April/2012 we will collaborate to share ideas for and to create concept-based lessons.

meet to review our areas of strength and of weakness involving concept-based teaching.

evaluate the impact of this strategy and determine whether to continue, continue with adjustments, or try a different strategy in the coming year.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	Additional resource & supplemental materials including books, graph paper, manipulatives such as protractors, compasses, a laminating machine and laminating film, etc.
Parent (008)	
Professional Dev (024)	support for technology integration into curriculum

Technology (001)	Graphing calculators Technology support to enhance learning.
Library (006)	

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card
Math Coach	.17		[]

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Concept-based lesson examples	Department members	[X]		[]		[]
Concept-based lesson design	Department members	[X]		[]		[]
technology - how to integrate into daily lessons to support English Learners	TBD	[X]		[]		[]
Design of exam templates	Department members	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Identify/design concept-based lessons emphasizing balancing skills, concepts, and problem-solving - contractual	[]	[X]	
Evaluate student work and assessment results to determine effectiveness of lessons- contractual	[]	[X]	
Create templates for final exams - contractual	[]	[]	Once per semester

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
Communicate with parents at Back to School Night, Progress Report Night, e-tree about the Math program at ECHS including the emphasis on balance between skills, concepts, and problem-solving.	[X]	[X]	[X]

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
CAHSEE scores, MDTP scores	[X]	[]	[]	[]
Teacher-made assessments, projects, portfolios	[X]	[X]	[X]	[]
Results of the Algebra 1 final from last school term	[X]	[X]	[]	[]
Results of the Algebra 1 final from first semester	[X]	[X]	[]	[]
Agendas, sign-ins, meeting notes from collaboration PD	[]	[]	[]	[X]

Categorical funds used to implement the strategy: (check all that apply)

<input type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$

Student Achievement

Math #2

Strategy to be used during the **2011-12** school year:

On a regular, ongoing basis, we will use the agreed upon strategies for improving student study skills.

Description of the above strategy:

In conjunction with our MPAC groups, the math department will explore different ways to help students improve their study skills. We will agree on certain techniques we can all employ in our various level classes, including using differentiation to support English Learners. We will continue to use formative assessment techniques that we have learned in the past two years through the Keeping Learning on Track (KLT) Project. This strategy will help students to acquire better study skills (MPAC targeted goal #1), to take personal responsibility for their own learning (MPAC targeted goals #1, 3) and we will use formative assessment to improve learning and progress toward students' individual educational goals (MPAC targeted goal #3).

This strategy will address the specific learning needs of students in the following subgroups:

African-American Latino EDY
 EL Special Ed. Other:

This strategy will address the content cluster area(s) of:

Algebra I and II Geometry Integrated Math
 Other: **All math courses**

We have used this strategy for year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**

This is a new strategy this year.

Action steps to implement the strategy:

By September we will classify our previously developed ideas for helping students improve their study skills into learning style categories and will have students self-assess their study skill level by filling out the rubric we developed last year.

By October we will administer a Learning Styles Survey to all our students so students have a better idea how they take in information most effectively.

By November we will continue our discussion about the importance of formative assessment and review KLT strategies for assessing learning.

By January we will have students use the rubric again to self-assess their study skills.

By February we will review the results from the rubrics to help us edit the rubric to make it more useful in the second semester.

By we will

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	copy paper, transparencies, dry erase markers for white boards, index cards, popsicle sticks, etc. for implementing specific strategies additional support materials to make the curriculum more accessible to English Learners
Parent (008)	
Professional Dev (024)	
Technology (001)	

Library (006)	
---------------	--

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Collaboration meetings	Facilitated by Teacher Leader	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Creating a toolbox of study skills - contractual	[]	[X]	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
Communicate with parents via Back to School Night, Progress Report Night, email tree, and Gaucho Corral about our efforts to help students get organized and learn how to more effectively study.	[X]	[X]	[X]

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Formative Benchmark Assessments	[X]	[]	[]	[]
Teacher-made assessments	[X]	[]	[X]	[]
Projects, portfolios, personal reflection on strengths, weaknesses pertaining to studying	[]	[X]	[]	[]
student self-assessments	[]	[]	[]	[X]
Meeting Agendas, Sign-ins, minutes	[]	[]	[]	[X]

Categorical funds used to implement the strategy: (check all that apply)

[] Title I	[] EIA/SCE	[] Other:
[] Title I parent involvement	[] QEIA	[] Other:
[X] EIA/LEP	[X] Other: general school program funds	[] Other:

Estimated Cost for Strategy: \$1000

Student Achievement

Science

Strategy to be used during the 2011-12 school year:

We will use the below stated strategies on a regular, ongoing basis:

1. **Explicit Direct Instruction integrated with concrete experiences.** We intend to add concrete experiences for our students that are specifically targeted to match up with the fundamental concepts and skills we want them to learn.
2. **Teachers of Biology and Chemistry will decide on areas of major focus.**
3. **Teachers will continue to develop their use of KLT Formative Assessment Strategies, and other appropriate strategies.**

Description of the above strategy:

1. **Teachers will use the explicit direct instruction model as the foundation of lessons in all Science classes. This model will be integrated, insofar as is possible, with concrete activities, demonstrations, and laboratory experiences to aid students in the acquisition of basic concepts and problem-solving skills. Concepts and skills will be broken down into manageable units and modeled and illustrated with guided practice before students are assigned independent practice. This strategy will address the needs of English Learners and the need to make the curriculum more accessible. This addresses MPAC Goals 1.1.1 and 1.2.1.**
2. **Teachers will identify crucial concepts, develop high engagement activities associated with those concepts, and develop clear learning expectations for students in that area. This addresses MPAC Goals 1.1.1 and 1.2.1.**
3. **Teachers are committed to developing more effective formative assessment strategies. Much of this will come from the KLT program, but other sources will be investigated also. Much of this work will be focused on our 3 new teachers. This addresses MPAC Goal 2.**

- We have used this strategy for 1 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):
We have been working on this over the past year. We have made progress in all 3 areas, but have more work to do this year for full implementation. A lot of time had to be spent helping new teachers with curriculum issues, and some of our time this year will need to address the same concerns. Selected teachers will be working on Item 1 during summer 2011.
- This is a new strategy this year.

Action steps to implement the strategy:

By **January 30** we will **Organize the Biology and Chemistry Curricula around the State Standards and other conceptual and skill expectations for students. The goal is to be very clear about our learning intentions for students, and to have an increased number of carefully targeted, engaging learning activities available to students. We will identify the areas of main focus.**

By **January 30** we will **As a department, we will be regularly using KLT and other formative assessment strategies in our classes on a regular basis.**

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	Basic science materials and equipment that are needed to support the curriculum for each science course. Additional resource & supplemental materials including books, manipulatives, laminator, etc.
Parent (008)	
Professional Dev (024)	Professional Development Resources for Science Teachers, especially in Biology.
Technology (001)	technology to make the curriculum more accessible for English Learners.
Library (006)	

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Curriculum development in Chemistry and Biology.	Our department members	[X]		[]		[]
Formative Assessment development via KLT workshops being done across WCCUSD in Math and Science.	Our department members	[X]		[]		[]
Intentional lesson planning to support our basic Strategy.	Our department members	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Curriculum planning described above.	[]	[]	Twice monthly during collaboration
KLT workshops in formative assessment.	[]	[]	Twice monthly during collaboration
Lesson planning including basic strategy and KLT strategies.	[]	[]	Twice monthly during collaboration.

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
PowerSchool will enable us to keep parents better informed.	[X]	[]	[X]

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
For integrated concrete activities, we will be looking for increased student engagement in class. Obviously, we would hope that increased engagement would lead to increased student achievement.	[]	[]	[X]	[X]
For KLT-related formative assessments, we will be looking for increased student involvement and participation in classroom activities and discussions. Obviously, we are hoping that this will result in increased student achievement.	[X]	[X]	[X]	[]
Lessons across grade-levels	[X]	[X]	[]	[]
Agendas, sign-ins, minutes from teacher meetings	[]	[]	[]	[X]

Categorical funds used to implement the strategy: (check all that apply)

[] Title I	[X] EIA/SCE	[X] Other: community funds
[] Title I parent involvement	[] QEIA	[] Other:
[X] EIA/LEP	[X] Other: school funds	[] Other:
Estimated Cost for Strategy:		\$7,500

Student Achievement

History/Social Science

Strategy to be used during the 2011-12 school year:

The Social Science Department teachers encourage active student inquiry and support the acquisition of targeted study skills. All students will deconstruct their textbook readings by maintaining Cornell Notes for each unit. Cornell Notes will allow students to demonstrate sufficient critical thinking skills, problem solving skills, study skills and inquiry skills. Further, Cornell Notes serve to manage information that students use to evaluate and prioritize to identify and/or clarify major concepts essential for tested knowledge

Description of the above strategy:

The Cornell method provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word or "cue." The Social Science Department teachers support MPAC goal # 1 and encourage active student inquiry and support the acquisition of targeted study skills. All students will deconstruct their textbook readings by maintaining Cornell Notes for each unit. Cornell Notes will allow students to demonstrate sufficient critical thinking skills, problem solving skills, study skills and inquiry skills. Further, Cornell Notes serve to manage information that students use to evaluate and prioritize to identify and/or clarify major concepts essential for tested knowledge

This strategy will address the needs of English Learners and. the need to make the curriculum more accessible

- | |
|---|
| <p><input checked="" type="checkbox"/> We have used this strategy for 2 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):
Anecdotally speaking, initial results are mixed, top end students kept better notes and did better on exams. Most student did better when they were allowed to use notes during the initial phase of note taking. The Social Science Department will conduct research as to the effectiveness of teaching Cornell Notes. We plan to use the data that emerges from our inquiry to determine if having Cornell Notes is a valuable strategy worth being an integral part of our Social Science classes.</p> <p><input type="checkbox"/> This is a new strategy this year.</p> |
|---|

Action steps to implement the strategy:

By September 30 we will On "Back to School Night," Social Science Teachers will share their class syllabus with parents and guardians.
--

review the elements of Cornell note taking with all Social Science teachers and ensure that all teachers are able to teach their students how to implement Cornell note taking. A letter will be sent home with each student advising the parent of our goal of implementing Cornell note taking.

Sample models will be handed out to students.

have taught and implemented Cornell note taking in all Social Science classes.
--

review sample notes from students to evaluate whether more instruction and practice is needed.
--

By January 15 we will conduct a survey of the students in Session 1 Social Science classes about their perception of the effect of using Cornell notes. We will adjust our strategies for teaching and implementing Cornell notes in Session 2 classes based on student and teacher evaluations.
--

By February 15 we will A letter will be sent home with each student advising the parent of our goal of implementing Cornell note taking. We will collect student samples of Cornell notes and evaluate what re-teaching is needed in order to fully implement Cornell note taking in all Social Science classes.
--

By April 15 we will develop a rubric for scoring the Cornell notes that students are taking with the goal for students to be able to self-evaluate and improve their note-taking skills and thereby improve their learning and understanding of the concepts and knowledge presented in each Social Science course.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	<ul style="list-style-type: none"> Reams of paper so that models of Cornell notes will be duplicated for all students. Pocket folders for student Portfolios. Scaffolded materials to support English Learners. Additional resources & supplemental materials including books, manipulatives, laminating film, etc.
Parent (008)	
Professional Dev (024)	
Technology (001)	Technology to support English Learners and that make the curriculum more accessible, laminator.
Library (006)	

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Cornell Note taking instructions and models will be given to all department members.	TBD	[X]		[]		[]
Technology	TBD	[X]		[]		[]
SIOP	District sponsored experts	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
During our department collaboration we will review and evaluate where we are as a department in implementing this goal.	[]	[]	Every 2 weeks

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
Letter home to parents explaining this activity.	[]	[]	[X]

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Beginning samples of initial note taking will be gathered, maintained, and kept in Portfolios in each class.	[]	[X]	[]	[]
Students will complete a survey on their perceptions of the effectiveness of using Cornell note-taking.	[]	[]	[]	[X]
Course level assessments will be analyzed for a correlation between the effectiveness of the Cornell note-taking and the results of the assessment	[X]	[]	[X]	[]
Agendas, sign-ins, meeting notes from planning and collaboration meetings.	[]	[]	[]	[X]

Categorical funds used to implement the strategy: (check all that apply)

<input type="checkbox"/> Title I	<input checked="" type="checkbox"/> EIA/SCE	<input checked="" type="checkbox"/> Other: community funds
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> EIA/LEP	<input checked="" type="checkbox"/> Other: general school program	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$2,800

Student Achievement

Physical Education

Strategy to be used during the 2011-12 school year:

Physical fitness course will incorporate the most current instructional techniques on a regular, ongoing basis, including, but not limited to kinesthetic learning, group activities and other techniques. Standard State of California physical fitness tests for ninth grade, physical education skill assessment tests and learning.

Description of the above strategy:

Kinesthetic learning is having students engage in gross motor (large muscle) activity. By having such knowledge students will be able to incorporate this aspect into the department's overall goal of: "as a student can you write a fitness program for yourself?" State of California physical fitness tests include endurance, upper and lower body flexibility, trunk flexibility, upper and lower body strength. Physical education skills assessments include participation, performance, evaluation and teacher observation for units in our curriculum, soccer, basketball, volleyball, team handball, swimming and badminton. Teachers will use technology to monitor student progress and improve student performance.

- We have used this strategy for 2 year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**
WASC goal 3.4. All teachers will assess the effectiveness of their instructional strategies on improving student achievement of the content standards and expected school wide learning results through data collection and analysis and will use that information to inform and improve their practice.
- This is a new strategy this year.

Action steps to implement the strategy:

Obtain the necessary technology to collect student performance, testing data and attendance in the field submit all finding through the use of the Wi-Fi and PowerSchool applications.

Teachers will implement lessons to help students improve endurance, upper and lower body flexibility, trunk flexibility, upper and lower body strength, and to have students reflect on what activities are improving skills in each area.

**provide professional training to all staff members on the use of the technology.
 have teachers continue implementing lessons to help students improve endurance, upper and lower body flexibility, trunk flexibility, upper and lower body strength, and to have students reflect on what activities are improving skills in each area.**

By November we will have teachers continue implementing lessons to help students improve endurance, upper and lower body flexibility, trunk flexibility, upper and lower body strength, and to have students reflect on what activities are improving skills in each area; teachers will use technology to have students track their performance.

By February we will Through the use of PowerSchool, publish (ID numbers only) results of data in order to encourage all students to meet the standards of the physical fitness test.

By April we will have teachers continue implementing lessons to help students improve endurance, upper and lower body flexibility, trunk flexibility, upper and lower body strength, and to have students reflect on what activities are improving skills in each area; teachers will use technology to have students track their performance.

By May/June, we will study and analyze the data gathered to determine the impact of the strategy on student learning and determine whether to continue the strategy in the next school term.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	
Parent (008)	
Professional Dev (024)	
Technology (001)	necessary technology to collect student performance, testing data and attendance in the field
Library (006)	

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card
department collaboration			[]

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
PowerSchool and PDA, collection data from the field	Roderick Lee	[X]		[]		[]
Administration of California Fitness Test for ninth graders	Matt Stewart, WCCUSD PE Curriculum Specialist	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
On a daily and weekly basis, the PE Department will meet to collaborate on the proper collection of data. The use of this data will enhance the evaluation process of student progress, performance and participation.	[X]	[]	
On a monthly basis, the PE Department will meet to assess student achievement in the California Physical Fitness Test. We will collaborate on the proper techniques of administration of the test and collection of data. We will discuss the most efficient way to communication the data and results to the students, parents, administration and state.	[]	[X]	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
After the collection of all California Physical Fitness test data, and evaluation of that data, all results will be posted. Parents who wish results via email will have the opportunity to receive this information	[]	[X]	[X]
PowerSchool provide an application for parents to access their students evaluations in participation, performance and fitness.	[]	[X]	[X]
	[]	[]	[X]

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
All standardized fitness tests for ninth graders, All assessment tests for 10th, 11th, 12th grades will be collected in the field using a PDA and transferred to desktop technology. All attendance data will be collected in the field and submitted through the PDA and wireless router. All skill assessments and evaluations toward curriculum goals in the field will be collected through the use of technology.	[X]	[]	[X]	[]
Students will be required to monitor their heart rate at home, at play, record their findings and those assignments will be collected, recorded and assessed. Heart rate monitoring data from the students will be collected, assessed and evaluated.	[]	[X]	[]	[]

Kinesthetic learning is having students engage in gross motor (large muscle) and bone activity. Study sheets describing bone and muscles will be distributed to students as a resource. Worksheets will be distributed to the students. Students will complete the worksheets and turned in for assessment. Data from those worksheets will be recorded for assessment and evaluated by the teacher.	[]	[]	[]	[X]
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Categorical funds used to implement the strategy: (check all that apply)

[] Title I	[] EIA/SCE	[] Other:
[] Title I parent involvement	[] QEIA	[] Other:
[] EIA/LEP	[X] Other: school program funds	[] Other:
Estimated Cost for Strategy:		\$

Student Achievement

Visual and Performing Arts

Strategy to be used during the **2011-12** school year:

Engage students in analyzing and evaluating work on a regular and ongoing basis in the visual and performing arts.

Description of the above strategy:

1. Teachers will present rigorous learning objectives : using modeling to broaden the understanding of aesthetic valuation, and the utilization of graphic organizers in student-driven activities, including group projects. Students will learn step-by-step processes of aesthetic evaluation while taking notes and completing graphic organizers. Their new skills and knowledge will be reflected in their journals, presentations or their own art work. This addresses MPAC Goal # 1.

2. Moreover, provide clear feedback about student performance and recognize their efforts will be embedded with their teachers' instruction. Teachers will also document students' preliminary writing or preliminary graphic representations which will form the basis for a beginning assessment. This addresses MPAC Goal #2.

- We have used this strategy for 2 year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**
Our students need to work more on this strategy which is the understanding of analyzing and evaluating art work. We also have new teachers who have agreed on the importance of it and would like to work on it.
- This is a new strategy this year.

Action steps to implement the strategy:

By **October 2011** we will **demonstrate to the students how to understand, analyze, and assess works of art, including their own.**

By **December 2011** we will **document the first set of assessment data on the students' writings, graphic representations, or art work based on the Visual and Performing Arts Standards.**

By **May 2012** we will **document the second set of assessment data on the students' writings, graphic representations or art work based on the Visual and Performing Arts Standards.**

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	Mat Board \$122.20 Construction papers \$236.60 Art Brush Class Packs \$205.90 Linoleum Blocks \$256.70 Block Print Inks \$77.87 Water Colors \$424.10 Drawing Papers \$60.81 Tag Board \$101.88
Parent (008)	
Professional Dev (024)	training in implementing technology
Technology (001)	
Library (006)	

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Lesson design for the block schedule	Department Chair	[X]		[]		[]
Writing a grant for the visual and performing arts program	Department Chair	[X]		[]		[]
Study Trip Procedure	Department Chair	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Visual and Performing Arts Department collaboration	[]	[X]	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
WCCUSD Students Art Exhibition once a year	[X]	[X]	[X]
Music Concert once a semester	[X]	[X]	[X]
Dance Performance once a semester	[X]	[X]	[X]

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)
9-12th	Study trip to Art Museum, Concert or Dance Performance once a year	making reports or creating graphic representations

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Assessment - students' art work and performance	[X]	[X]	[]	[]
Assessment - students' writings or graphic representations	[X]	[X]	[]	[]

Categorical funds used to implement the strategy: (check all that apply)

[] Title I	[] EIA/SCE	[X] Other: community funds
[] Title I parent involvement	[] QEIA	[] Other:
[] EIA/LEP	[X] Other: grants	[] Other:
Estimated Cost for Strategy:		\$1400

Student Achievement

Career and Technical

Strategy to be used during the **2011-12** school year:

Design and deliver curriculum on a regular, ongoing basis in a real world setting.

Description of the above strategy:

In accord with our Master Plan for Academic Change (MPAC) goal number 1, we will provide all students with challenging learning experiences and a rigorous curriculum. In addition, we will focus instruction on the development of critical thinking and problem-solving skills. We encourage active student inquiry and support their acquisition of study skills.

Technology lends itself to a new role for the teacher: that of facilitator and coach. Replacing the traditional model of a teacher as a lecturer, the teacher instead presents students with challenging real-life problems and the technology tools to solve them (Means & Olson, 1994). We will apply this thinking by providing real world projects, career technical training and professional and life skills support.

<input type="checkbox"/> We have used this strategy for year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available): New Strategy
<input checked="" type="checkbox"/> This is a new strategy this year.

Action steps to implement the strategy:

By January we will We will provide a survey at the beginning of each course that allows students to reflect on their current technical and career-oriented skills.
By February we will have students complete projects for real clients.
By March we will have students complete resumes.
By April we will have students apply for internships, jobs, or on campus technical work.
By May we will have all students complete a Student Portfolio with resume, technical work samples and writing samples.
By June we will have all students reassess their technical and professional skills with a follow-up survey.

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Professional Skills		[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Meet once a week to discuss cross-academy projects and relevance to student achievement in the area of professional and life skills development.	[X]	[]	

Categorical funds used to implement the strategy: (check all that apply)

<input type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input checked="" type="checkbox"/> Other: community donations	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$

Student Achievement Other Academic Area

World Language

Strategy to be used during the **2011-12** school year:

On a regular and ongoing basis, we will identify and implement student communication outcomes aligned with the new California World Language Content Standards and design units of instruction that support increased achievement for all students.

Description of the above strategy:

Teachers will focus their instruction on identifying learning objectives and aligning summative assessments based on the Language Learning Continuum and the new California World Language Standards.

Teachers will provide students with direct instruction, learning objectives, comprehensible input and language learning activities to insure proficient performance at each language learning continuum level.

Teachers will develop, implement and assess performance based projects to determine language proficiency.

Assessments will be based on the communication outcomes.

Teachers will document their findings at collaboration meetings.

This strategy will address the needs of all sub groups at El Cerrito High.

This strategy will also address the needs of English Learners and the need to make the curriculum more accessible.

We are addressing MPAC Goal #1 " We provide all students with challenging learning experiences and a rigorous curriculum."

We are addressing MPAC Goal #2 " We support the effective use of all forms of assessment to improve student learning."

We have used this strategy for year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**

This is a new strategy this year.

Action steps to implement the strategy:

By November we will **We will implement first year language standards-based assessments**

By December we will **We will share student self-assessment learning outcomes.**

create a standard's-based assessment rubric for each unit.

We will study our implementation of this strategy and determine if there are challenges that need to be addressed for a full implementation of the strategy.

By February we will **make adjustments, as needed, in response to students ability to meet learning outcomes, and maintain the timeline for our goals for student learning.**

By April we will **administer student assessments and study data to determine degree of meeting the learning goals.**

By June we will **evaluate results of year one language assessments and adjust assessments and rubrics where needed and create the student self-assessment learning outcomes and rubrics for year two.**

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	materials that scaffold for English Language Learners Additional resource & supplemental materials including books, manipulatives, laminator, etc.
Parent (008)	
Professional Dev (024)	Training in implementing the technology.

Technology (001)	Technology that will address the needs of English Language Learners and the need to make the curriculum more accessible.
Library (006)	

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Standards-based lesson plan design	Department members	[X]		[]		[]
Identify and design standards-based performance assessments	Department members	[X]		[]		[]
Curriculum planning	Department members	[X]		[]		[]
	Dept members	[]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Teachers will create student self-assessment learning outcomes and rubrics for years one and two.	[X]	[]	
Teachers will evaluate year one assessments and rubrics	[X]	[]	
Teachers will implement year assessments	[]	[X]	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
World Language Night and assignments where students read a work in the target language to parents Parents can then acknowledge student work	[X]	[X]	[X]

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Performance based projects and evaluations for year 1	[X]	[X]	[]	[]
Students can articulate and demonstrate the learning goals in year 1	[X]	[X]	[]	[]

Categorical funds used to implement the strategy: (check all that apply)

[] Title I	[] EIA/SCE	[X] Other: community funds
[] Title I parent involvement	[] QEIA	[] Other:
[] EIA/LEP	[X] Other: school program	[] Other:

Estimated Cost for Strategy: \$3500

Student Achievement

Educationally Disadvantaged Youth (EDY) #1 (Socio-Economically Disadvantaged - SED)

Strategy to be used during the **2011-12** school year:

Response to Intervention (RTI) - Collaborative Inclusion Model

Description of the above strategy:

Within the Collaborative Inclusion model core general education teachers are teamed with special education teacher to team teach the core. General education students and special education students who are struggling receive intensive services during the core academic period by either the general or special education teacher. The special education teacher teams for two periods with a general education core teacher, has one period for collaboration with general education teachers and to monitor special education students and has two tutorial periods to work intensively with special and general education students who need more intensive services.

Our specific program is set up as follows:

Both NSP and RSP students are mainstreamed. Students are supported in general education classrooms by teacher aides and curriculum assistance.

See details of this strategy including the description and action plan in the following section titled "Special Education".

We have used this strategy for year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**

This is a new strategy this year.

Action steps to implement the strategy:

By August 25 we will use instructional technology, specifically Read 180, to identify areas of need and program improvement for students. We will implement and monitor the program. Progress will be measured using a composite of CST data, PSAT results and classroom performance as measured by grades, and Read 180 formative and summative assessments. Instructional aide and lead teacher will be identified and hired.

program students into students into Algebra 1 Skills classes Fall semester to ensure that they have appropriate skills to succeed in Algebra 1 Spring semester. Progress will be measured using a composite of CST data, PSAT results and classroom performance as measured by grades and mathematics formative assessments. UC Berkeley will assist some sections with providing Algebra readiness assessments. A Professional development program will be created.

MPAC committee will be formed and present to the faculty.

By August 25 we will Use additional counseling staff to ensure equitable access to extra-curricular and after school enrichment programs offered through the ACE center.

By September 1 we will Meet and set school-wide goals addressing issues of equity and the achievement gap. Professional development will spiral the themes initiated the August professional development connecting Discourse I and Discourse II. Teacher leads will facilitate discussions and provide opportunities to address issues of equity throughout the academic year.

By September 25 we will have recruited the majority of coaches needed to implement Writer's Coach Connection (WCC).

have had trained volunteers meet with and begin coaching the EL and Read 180 students.

By June, multiple coaching sessions will take place (minimum of four per student and coach team).

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	copy paper, supplemental textbooks, individual language dictionaries, and other instructional and writing materials.
Parent (008)	
Professional Dev (024)	Instructional technology as presentation tools for professional development and data gathering.
Technology (001)	Technology resources to support and improve instruction.
Library (006)	

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card
teachers and substitutes (for planning and collaboration)			[X]

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card
Grad tutor	3.5/day		[]
Grad tutor	5/day		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
The ECHS academic senate will convene monthly to plan schoolwide collaboration sessions, and model effective practices for lesson design.	[]	[X]	
Department collaboration sessions will be planned by each department, minutes and attendance will be submitted to the School Reform Office.	[]	[X]	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
Parents and community members will be involved in all Instructional Leadership Team meetings. Parents will be voting members of this community and will have equal input into the decisions reached by this group.	[X]	[X]	[]
School Site Council will meet monthly and review and approve all categorical budgets and the single plan for student achievement.	[X]	[X]	[]
English Language Advisory Council will meet regularly and review and approve all LEP budgets and the single plan for student achievement.	[X]	[X]	[]

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)
9-12	<p>Writing skills - Writer's Coach connection or a similar program will be implemented to support EL students with development of writing skills.</p> <p>Volunteer coaches will be made available to EL students during the regular instructional day. In addition, we will use technology to make the curriculum more accessible to EL students.</p>

SPSA Monitoring:

Focus
<i>(must collect data from at least 2 focus areas)</i>

Data Collected	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Data from standards-based assessments, including PSATs, benchmark assessments and the CAHSEE will be analyzed to assess student performance and progress toward improving the performance of EDY subgroup students in core subject areas and to assess the impact of instructional technology and intervention programs.	[X]	[]	[]	[]
Agendas, sign-ins, and minutes from teacher collaboration, academic senate, the instructional leadership team will be used to assess the level of inclusion of parents and community members.	[]	[]	[]	[X]
Classroom observations by the administrative team and school wide walk-throughs (by committees of teachers, administrators and other staff) will be used to assess the level of implementation of direct instruction, backwards planning, intentionality, improving learning objectives, designing standards-based lessons and the blackboard configuration.	[]	[]	[]	[X]
Teacher observation and reflection notes on effective strategies to improve instruction and the extent to which they were able to implement change in their instructional practice.	[]	[]	[]	[X]

Categorical funds used to implement the strategy: (check all that apply)

[] Title I	[X] EIA/SCE	[] Other:
[] Title I parent involvement	[] QEIA	[] Other:
[] EIA/LEP	[] Other:	[] Other:
Estimated Cost for Strategy: \$		

Student Achievement

Educationally Disadvantaged Youth (EDY) #2 (Socio-Economically Disadvantaged - SED)

Culturally Responsive Pedagogy

Strategy to be used during the **2011-12** school year:

Daily use of culturally responsive practices both inside and outside the classroom.

Description of the above strategy:

All staff will support high achievement by all students and close the achievement gap between student subgroups by:

- incorporating culturally responsive pedagogy into teaching and learning across the school
- effectively using the Equity Walkthrough Protocol to identify areas of focus, and
- using culturally responsive approaches with students and other stakeholders

The specific strategy components are as follows:

All teachers will employ direct instruction strategies and use lesson planning that includes learning objectives tied to assessments so that there is bell-to-bell instruction - time is well used for continuous learning (CRLP practice element #5).

Teachers will be provided with the opportunity to do peer observations and follow-up reflection on the improved academic rigor.

We have used this strategy for 2 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):
the teachers who have begun to implement this model and are experiencing success with improved student engagement and achievement.

This is a new strategy this year.

Action steps to implement the strategy:

By September we will have scheduled our three equity walk-throughs for the year, confirmed the Equity Team membership, and review our common focus instructional strategies to engage students and improve equitable access for all students.

have the following elements in place:

1. Teachers will identify learning objectives or outcomes that are aligned with CDE standards and the curriculum plan for each course.
2. Teachers will identify the daily learning objective(s) on lesson plans and post it (them) for students.
3. Teachers will post a daily agenda which will guide instruction and learning that is tied to the learning objective(s).
4. Teachers will plan the pacing, instruction, guided and independent practice to maximize learning in the block schedule.

have the following support in place:

1. Professional Development will be planned to accomplish Steps 1 - 4 based on department and individual teacher needs.
2. Departments will identify and share effective strategies to accomplish Steps 1 - 4 during Wednesday collaboration meetings

By February, we will evaluate our level of implementation and discuss whether we are on our timeline or if we have encountered some unforeseen challenges that must be addressed so we can fully implement our strategy.

By March we will conduct our third, joint walk-through, distribute the data gathered to staff, discuss the data measured and determine to what extent the identified Equity Walkthrough focus areas are being implemented in classrooms and may identify further professional development and coaching needs.

By May we will have in place the practice of teachers participating in peer observations and follow-up reflection on the topic of culturally responsive pedagogy strategies to improve academic performance of EDY.

By June 30 we will Examine and analyze data gathered over the school term and determine if the data indicates enough positive impact on student engagement and academic performance. We will then consider whether to continue developing and expanding our implementation of this strategy in the coming year, whether we need to make some adjustments to our implementation, or if the strategy has been fully incorporated and mastered so that we can move on and develop our practice of a new strategy.

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card
Teachers & Substitutes for observation			[X]
Grad Tutor	46%		[]

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Direct Instruction strategies	ECHS teachers and instructional leads	[X]		[]		[]
Using Block Schedule effectively	ECHS teachers and instructional leads	[X]		[]		[]
Culturally responsive pedagogy	ECHS teachers and instructional leads	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
All departments will share successful direct instruction strategies during Wednesday collaboration meetings.	[]	[]	twice per month
Schoolwide Collaboration	[]	[X]	
Teachers will observe peers. Expert teachers will provide support and assistance to other teachers in their departments	[]	[]	Ongoing

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
Teachers will maintain regular communication with parents to inform them about the learning strategies and student goals for each course.	[X]	[]	[X]
Parents will be invited to attend a Back-to-School Night and a Progress Report Night each Session.	[X]	[X]	[X]

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Parent, student, and teacher surveys will be conducted at the beginning and end of the year to determine perceptions, concerns, and strengths.	[]	[]	[]	[X]
3 Equity Walkthroughs during the year to monitor on the selected focus (bell-to-bell instruction, will be conducted and the resulting data will be analyzed to determine to what extent teachers are implementing the CRLP strategies.	[]	[]	[X]	[X]
Item Analysis and other data from formative district assessments.	[X]	[X]	[]	[]

Categorical funds used to implement the strategy: (check all that apply)

<input type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input checked="" type="checkbox"/> Other:	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$

Student Achievement

Educationally Disadvantaged Youth (EDY) #3 (Socio-Economically Disadvantaged - SED)

Strategy to be used during the 2011-12 school year:

1. All Collaboration Model (first full year for mainstreaming)
2. EDY will be provided with access to information related to college applications, scholarships and financial aide
3. EDY will be given increased access to after-school and auxiliary programs

Description of the above strategy:

El Cerrito High School recognizes the need to work diligently to erase the gap in achievement between our EDY and non-SED students. Therefore, we have dedicated a great deal of thought and resources into improving the service that we provide EDY students. EL Cerrito High School will dedicate staffing to lead teachers who will work to orchestrate collaboration, plan reform efforts and help develop curriculum and instructional strategies that benefit EDY. Additionally, graduate (college graduate students) will be given a stipend to tutor EDY academically. We will use instructional technology to identify areas in need of improvement and successful strategies as well as to improve classroom instruction. We will purchase appropriate supplemental materials and supplies to improve instruction. Teacher leads will need time to collaborate, attend trainings and conferences, develop and plan implementation of effective instructional practices. This group of teachers will create a Master Plan for Academic Change (MPAC). This group will then present at collaboration and ILT meetings. Teachers will collaborate on differentiation and attend conferences to improve instruction to SED and EDY students.

Further a lead teacher will be hired to lead school-based reform efforts and site-based professional development in this area. A part-time instructional aide will be hired to assist EDY and SED students.

Teachers will be compensated to review data and update the master plan for academic change, provide weekend intervention courses for students below proficient in CST and to improve the planning of courses in a way that will increase academic rigor in accord with MPAC goal number 1.

We have used this strategy for year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):

This is a new strategy this year.

Action steps to implement the strategy:

By 9/1/11 we will **Begin holding college outreach events at ECHS. Counselors will be sure that these events are made available and publicized to EDY. Counselor will also do outreach to EDY to encourage them to attend.**

By 10/1/11 we will use instructional technology specifically Read 180 to identify areas of need for students and program improvement. We will implement and monitor the program. Progress will be measured using a composite of CST data, PSAT results and classroom performance as measured by grades and Read 180 formative and summative assessments. Instructional Aide and lead teacher will be identified and hired.

Implement intervention programs for EDY that will improve academic progress. Counselor will provide additional college readiness counseling to EDY participating in these programs. teachers will provide intervention sessions on weekend to help students who are below proficient as measured by their CST results.

program students into Algebra 1 Skills classes to ensure that they have appropriate skills to succeed in Algebra 1 Spring semester. Progress will be measured using a composite of CST data, PSAT results and classroom performance as measured by grades and mathematics formative and summative assessments. UC Berkeley will assist some sections with providing Algebra readiness assessments. Professional development program will be created.

MPAC committee will be formed and present to the faculty.

By 3/1/12 we will Review PSAT data and identify EDY who are AP ready. Counselor and TSA will meet with these students and encourage them to enroll in AP and advanced classes. An annual retreat for lead teachers will be organized to review all school data and design/ update the MPAC.

Review the master schedule for next year and verify that EDY are enrolling in advanced classes. Meet with academic leads to discuss effective strategies to improve academic performance of EDY. These meetings will be centered in instructional practices including, but not limited to, direct instruction, backwards planning, intentionality, improving learning objectives, designing standards-based lessons and blackboard configuration. Teacher leads will need time to collaborate, develop and plan implementation of effective instructional practices. begin improving the visibility and student understanding of ESLRs. New ESLR posters will be designed and posted in classrooms. Student activities and announcements will explain the virtues of achieving the Expected Schoolwide Learning Results.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	
Parent (008)	
Professional Dev (024)	Instructional technology as presentation tools for professional development and data gathering.
Technology (001)	Technology resources to support and improve instruction.
Library (006)	

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card
Graduate tutor			[X]

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Program embedded assessments	[X]	[]	[X]	[]
Benchmark assessments	[X]	[]	[]	[]
collaboration meeting notes	[]	[]	[]	[X]

Categorical funds used to implement the strategy: (check all that apply)

<input type="checkbox"/> Title I	<input checked="" type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> EIA/LEP	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$43,037

Student Achievement

Special Education

Strategy to be used during the 2011-12 school year:

Students will be given equal access to challenging learning experiences and to have rigorous, relevant curriculum so that they can master the academic standards and achieve the ESLR's (WASC Goal #3).

Description of the above strategy:

RSP and NSH students on diploma-track will be mainstreamed in Gen Ed classes (least restrictive environment) as directed by administration. In a concerted effort with counselors and SPED teachers, students will be clustered into certain classes with appropriate faculty support. Case managers of students on diploma-track will consult and collaborate with Gen Ed teachers to provide proper support. Goal is to raise academic standards of SPED students. Should see rise in CAHSEE and test scores (test scores to be used from last year's STAR tests (2010-2011). SPED students will receive support from their case managers based on what is deemed most functional and appropriate. (SPED teachers or aides in the class, pull out for testing, tutorials during the day, extended time on tests and assignment, and so on). Students will be monitored in the class by their classroom grades and teacher observations. SH students will be encouraged to participate in school-wide activities as much as possible. Non-SH students on a non-diploma track will be placed in the AAA program to provide the best environment for students so they can have a clear goal once they leave high school, and a transition plan that is facilitated by the District.

We have used this strategy for 2 year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available): that special education students that are mainstreamed are more likely to graduate with a high school diploma and attend post-secondary education**

This is a new strategy this year.

Action steps to implement the strategy:

By 10/30/2011 we will Work with Administration to cluster students into certain classes to facilitate student learning. Students will not be spread-out throughout the blocks.

By 10/30.2011 we will meet with Gen Ed teachers to set-up support system and consult and collaborate program for Gen Ed classes

By 10/30/2011 we will 100% of RSP and NSH students on diploma-track will be fully-included in Gen Ed classes as directed by administration. Tutorials will be set-up on an individual student-need basis. Tutorial will focus first 45 minutes of class on Gen. Ed content. For example, working on paragraph writing for English. AAA program will be set-up for non-SH students on non-diploma track.

have 75% of RSP students who have not passed the CAHSEE yet prepared to pass the Feb. test. Goal for NSH students is to obtain 50% passing. Gauge the effects the CAHSEE waiver has on how well SPED students perform on the CAHSEE.

By 10.30.3011 we will implement full-inclusion scheduling for Fall quarter and work with Gen Ed teachers before start of term

By 10/30/2011 we will have NSH students on non-diploma track will count against percentage but will be provided the proper support for transition for life after high school

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	
Parent (008)	
Professional Dev (024)	
Technology (001)	
Library (006)	

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Full-Inclusion	Full-inclusion Trainer	[X]		[]		[]
Transition, School-to-Career training		[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Meet with Gen Ed teachers 2nd term to set-up full-inclusion system	[]	[]	before term 1 and 2
Meet with other SPED teachers to discuss full-inclusion	[X]	[]	
Go to other departments collaboration meetings to help with full-inclusion	[]	[X]	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
Progress reports	[X]	[]	[]
IEP meetings	[X]	[]	[]
SPED parent contact to discuss all avenues available to students	[]	[X]	[]

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
CAHSEE scores	[X]	[]	[]	[]
Subject-specific benchmarks	[X]	[]	[]	[]
Teacher Observation-Tutorial work kept by students and checked by tutorial teachers for content and completion of work.	[]	[X]	[]	[]

Categorical funds used to implement the strategy: (check all that apply)

[] Title I	[X] EIA/SCE	[] Other:
[] Title I parent involvement	[] QEIA	[] Other:
[] EIA/LEP	[] Other:	[] Other:
Estimated Cost for Strategy: \$		

Student Achievement

Gifted and Talented Education (GATE)

Strategy to be used during the 2011-12 school year:

ECCHS will use differentiated instruction and provide advanced and accelerated classes for GATE and high achieving students.

Description of the above strategy:

With differentiated instruction each student is provided with instruction and curriculum at an appropriate level. Differentiated instruction involves in-depth study, more challenging work, and an accelerated pace, not extra work. El Cerrito currently offers advanced or accelerated classes in English I, English II, and Biology. These classes are open to any student wishing a rigorous curriculum. This goal falls within the auspices of MPAC goal #1 - Academic rigor and curriculum development

We have used this strategy for 4 year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**

If the regular classroom is to provide for the needs of gifted students, the learning opportunities must:

- provide significant interaction with intellectual peers
- include the students' interests and levels of knowledge and ability
- be differentiated to meet their needs for acceleration, complexity, and depth in the study of the curriculum
- provide for continuous progress that meets the students' needs and focuses on their areas of strength.

This is a new strategy this year.

Action steps to implement the strategy:

place **GATE and high achieving students** into the appropriate advanced and accelerated classes.

identify a teacher to be a **GATE representative** for DAC.

Each department will select a teacher to attend the district **GATE certification training** and will contact the **GATE office** for scheduling.

have submitted requests for materials needed for differentiated instruction for teachers.

Teachers who are attending training will share the information at department meetings; a teacher attending training will meet with the **GATE parent committee** to give an update.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	
Parent (008)	
Professional Dev (024)	
Technology (001)	
Library (006)	

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Differentiation	Various Teachers	[X]		[]		[]
Using technology	Various Teachers/District Personnel	[X]		[]		[]
District GATE certification	District Personnel	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Teachers will share differentiation strategies at departmental meetings.	[]	[X]	
Instructional Specialist and GATE teacher representative	[]	[X]	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
Minutes from GATE parent meetings	[]	[]	[X]
GATE discussion group (ecfamgate@yahoo.com) for the feeder schools and GATE wiki at: ecfamgate.pbworks.com	[]	[]	[X]

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Student, Parent and Teacher Surveys	[]	[]	[]	[X]
Evaluation of the effectiveness (learning and application in classroom) of professional development by participants	[]	[]	[]	[X]
<ul style="list-style-type: none"> Standards Based Assessments Student evaluation of own learning and interest Teacher evaluation of student engagement and level of success 	[X]	[]	[]	[X]

Categorical funds used to implement the strategy: (check all that apply)

<input type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$

Student Achievement

English Learners (EL) #1

Strategy to be used during the 2011-12 school year:

To provide ELD1-4 students with daily direct instructions in writing according to district ELD standards; in addition all grade levels will focus on academic language and structure of the essay. Volunteer coaches will be made available to EL students during the regular instructional day (Writer Coach Connection through the Community Alliance Group). In addition, we will use technology to make the curriculum more accessible to EL students. A bilingual teacher aide will be available to assist students with IEPs, core content and translation services in class. Writer's Coach Connection (WCC) will be implemented to support EL students with development of writing skills.

A lead teacher will be provided to lead professional development efforts to improve the instructional practices for SDAIE and ELD courses. A bilingual teacher aide will be available to assist students with IEPs, core content and translation services in class.

Description of the above strategy:

To provide writing process instruction, writing strategies, and applications daily in ELD-4 classes. Students will master the appropriate ELD writing standards as well as related listening, speaking and reading standards for levels 1-4. Students will write in a variety of genres and learn ELA writing conventions and the writing process. We will review student data and work, including WRITE unit final products to determine the areas of greatest need to inform and plan instruction and to determine areas of re-teaching as necessary. We will collaborate with other teachers of English Learners and will follow the district sponsored WRITE TRAINING process and use WRITE rubrics to evaluate student progress. We will provide students with exemplars and rubrics in order to teach them to evaluate their own writing.

Writer's Coach connection or a similar program will be implemented to support EL students with development of writing skills.

A lead teacher will be provided to lead professional development efforts to improve the instructional practices for SDAIE and ELD courses. A bilingual teacher aide will be available to assist students with IEPs, core content and translation services in class.

SIOP training will be offered to ELD and teachers of SDAIE courses. These teachers will incorporate their SIOP training in their lesson and unit planning.

We have used this strategy for 2 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):
that ELD students score poorly on CAHSEE, benchmarks, CST and CELDT on writing.

This is a new strategy this year.

Action steps to implement the strategy:

Provide training for all 4 teachers to use WRITE.

Analyze at data (CAHSEE, benchmarks, CST and CELDT on writing).

Have recruited the majority of coaches needed to implement Writer's Coach Connection

A professional development plan will be designed with the academic senate and leadership team and presented to the full faculty

have identified elements of academic discourse that supports writing (structure); have created poster of sentence starters to be used in academic discourse; have identified graphic organizers to support mastering structure.

Volunteers will have been trained to provide direct writer coaching to EL and Read 180 students with specific skills to address the needs of English Learners.

meet as a team and determine how well sentence starters and essay structure support academic discourse and writing structure.

WCC coaches will have met with students for initial writer coaching.

By Nov. 15 2011 we will determine how to further cultivate mastery of academic language and writing structure by looking at student work writing samples.

review the goals and look at data to determine next course of action.
Trained volunteers associated with the WCC will have met with EL students and Read 180 students

have had a minimum of 4 individual sessions with a writer coach.
Lead teacher or TSA will meet with principal for final review of student handbook.
Multiple sessions of work will have taken place with WCC volunteers and students.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	Copy paper Classroom supplemental textbooks to reinforce WRITE and Keystone curriculum and other materials such as individual language dictionaries
Parent (008)	
Professional Dev (024)	
Technology (001)	technology to support strategy
Library (006)	

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card
Teachers & Substitutes for observation and collaboration			[X]

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card
bilingual aide	53%		[]

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
WRITE	Brian Fraim	[X]		[]		[]
Using academic language/sentence starters through talk structures such as Socratic seminars		[X]		[]		[]
Sharing Strategies effective strategies to promote writing and academic discourse	ELD instructors (Ms. Bose, Mr. Martin, Mr. Kahn)	[X]		[]		[]
CABE conference on best practices for ELD students	CABE - various	[]		[]		[X]
SIOP	District Office	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Reviewing data (classwork and essays) to determine if students are using academic language.	[]	[X]	
Sharing effective practices that promote academic language.	[]	[X]	

Parent involvement activities to support the strategy	Focus		
	Academics	Community Building	Communications
ELAC meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Parent night	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)
9-12	<p>Writing skills - Writer's Coach connection (Community Alliance Group) will be implemented to support EL students with development of writing skills.</p> <p>Volunteer coaches will be made available to EL students during the regular instructional day. In addition, we will use technology to make the curriculum more accessible to EL students.</p>

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
WRITE assessments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
In class writing assessments (formal and informal)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Benchmarks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Categorical funds used to implement the strategy: (check all that apply)

<input type="checkbox"/> Title I	<input checked="" type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> EIA/LEP	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$12,000

Student Achievement

English Learners (EL) #2

Strategy to be used during the 2011-12 school year:

We will focus on increasing the access and inclusion of English Learners in auxiliary and support programs that will benefit them academically in high school and beyond.

Description of the above strategy:

Especially important is the emphasis on after-school tutoring programs, counseling and health services (where applicable) and advanced curriculum. A part-time bilingual aide will be used to translate information for the ELAC and students in order to provide them with further information and access to resources. The bilingual aide will also be used in classrooms to help with instruction in ELD 1-3.

<input checked="" type="checkbox"/> We have used this strategy for 1 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available): this is the first year that this program will be implemented fully
<input type="checkbox"/> This is a new strategy this year.

Action steps to implement the strategy:

By 9/30/11 we will Enter all ELD classes and meet with ELs to assess their needs and identify resources for them.
By 10/30/11 we will assess the degree to which after school programs are servicing ELs.
By 12/1/11 we will Follow-up with EL students to determine if they have utilized services and connect them with necessary support services.
By 4/1/12 we will Document the progress made in enrolling ELs in auxiliary programs

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	
Parent (008)	
Professional Dev (024)	
Technology (001)	
Library (006)	

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card
Bilingual Aide	4 hrs/day		[]

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Surveys and attendance data to determine degree to which support services are being used	[]	[]	[]	[X]
Grades	[X]	[X]	[X]	[]
CELDT Scores	[X]	[]	[]	[X]

Categorical funds used to implement the strategy: (check all that apply)

<input type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> EIA/LEP	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$15,000

**ACTION PLAN
FOR IMPROVING STUDENT ACHIEVEMENT
(STUDENT SUPPORT SERVICES)**

Data Analysis
(Attendance, Health and Safety, Climate)

Data Reviewed	Concern/Strength	Description of Findings (400 character max)
Attendance	<input checked="" type="checkbox"/> Area of concern <input type="checkbox"/> Area of strength	2010-11 average attendance: 95.5% El Cerrito High School averaged a monthly attendance of 95.5% for the 10-11 school-year, but based on the district goal of 96% there is still room for improvement.
Suspension Data	<input checked="" type="checkbox"/> Area of concern <input type="checkbox"/> Area of strength	Although the daily suspension data is relatively low with an average of 1-2 students suspended per day, the area of concern lies in the fact that a disproportionate number of African American students are receiving the majority of the referrals. Data for Quarter 1 2011-12 shows that 70% of referrals written go to African American students while African American students only make up 33% of the total school population.
Healthy Kids Survey	<input checked="" type="checkbox"/> Area of concern <input type="checkbox"/> Area of strength	According to the Healthy Kids Survey there were enough areas of concern to qualify El Cerrito High School for the S3 Grant. Based on the data in the survey the main areas of concern are Truancy and Sense of Community and Belonging amongst all students.
Parent/Community Survey	<input checked="" type="checkbox"/> Area of concern <input type="checkbox"/> Area of strength	A survey was given last year using survey monkey to acquire information from parents. Parents that did not have access to the internet could submit a paper version for entry.
Crime Statistics - Site	<input type="checkbox"/> Area of concern <input type="checkbox"/> Area of strength	
Other:	<input type="checkbox"/> Area of concern <input type="checkbox"/> Area of strength	
Other:	<input type="checkbox"/> Area of concern <input type="checkbox"/> Area of strength	

Student Programs

Attendance

Program to be used during the **2011-12** school year:

Staff will review attendance-taking procedures and reinforce the importance of attendance as a prerequisite for academic success. Staff will maintain accurate records via PowerSchool. Staff will create and implement a school-wide tardy and truancy policy for the 2011-12 school year.

Description of the above Program:

It is imperative that all staff communicate with students and parents the importance of daily attendance. Staff, attendance clerk or the school phone system will phone daily to those students who are habitually truant and keep parents informed regarding individual student attendance. The MPAC group responsible for the Tardy and Truancy policy will ensure the implementation of the policy with the support of all teachers, counselors, administrators, and attendance clerk. The Tardy and Truancy policy will involve a multi-tiered approach that will start with teacher phone calls to counselor intervention, to admin intervention and then a TIC meeting that involves the student, parents, and school staff. Eventually students will lose school privileges and be referred to an SST with the final step being a referral to distract SARB.

We have used this Program for **2** year(s) and plan to continue the Program this year because data shows **(include findings from the SPSA Monitoring form where available):**

This is a new Program this year.

Action steps to implement the Program:

By September 1, 2011 we will Use PowerSchool and the phone system in place to make phone calls to students who have absences or excessive tardies. MPAC group finalizes Tardy and Truancy Plan.

By September 20, 2011 we will have trained staff how to use PowerSchool to check attendance correctly, recording information accurately and communicating with Counselor, attendance clerk or parent regarding poor attendance or tardies. Tardy and Truancy Plan is sent to all stake-holders prior to implementation the following week.

By November 20, 2011 we will counselor, teachers and administrators will look up attendance for individual students and contact home to improve attendance. Review implementation of truancy plan and make necessary adjustments. Implement Truancy TIC and SST meetings.

By December 17, 2011 we will send attendance summary along with student progress reports. Review implementation of truancy plan and make necessary adjustments.

Materials necessary to implement the Program:

Focus	Materials
Program Specific for Student Use (001)	
Parent (008)	
Professional Dev (024)	
Technology (001)	
Library (006)	

Additional classified staff to implement the Program:

Position	# Hours FTE	or	Hourly/Time Card
Grad Tutor	5hr.FTE		[]

Professional development activities to implement the Program:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
How to use PowerSchool	district	[X]		[]		[]

Parent involvement activities to support the Program	Focus		
	Academics	Community Building	Communications
Parents will be able to use PowerSchool to look at student information beginning mid-Fall 2010.	[]	[]	[X]

SPSA Monitoring:	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Data Collected				
PowerSchool	[]	[]	[]	[X]
Monthly School-wide Attendance Report	[]	[]	[]	[X]

Categorical funds used to implement the Program: (check all that apply)

<input type="checkbox"/> Title I	<input checked="" type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
Estimated Cost for Program:		\$24,000

Student Programs

Health and Safety

Programs to be used during the 2011-12 school year:

Program	Activity
Tobacco Use Prevention Education (TUPE)	Student leaders will be trained as peer mediators and intervention specialists who will help fellow students participate in a program to reduce student smoking. Students will attend a training with a teacher in order to learn how to facilitate interventions. Students in grad 9 Cultural Geo receive tobacco prevention instruction utilizing the science based curriculum, Toward No Drug Abuse (TND)
Safe and Drug-Free Schools (SDFS)	Administrators, teachers, students, and Community Project members will collaborate to provide students and parents with information regarding the rise in use and abuse of alcohol by teenagers. Community Project will also conduct several smaller sessions with targeted students who have had problems with drugs and/or alcohol. Students in grade 9 Cultural Geo receive drug, alcohol tobacco prevention instruction utilizing the science based curriculum, Toward No Drug Abuse (TND). The staff school Climate Survey is conducted with staff. Data is used to inform program development.
Conflict Mediation	Students are trained to be school conflict mediators. They learn mediation skills and assist with mediating conflict among students.
Other: Community Project	Through a collaborative initiative with Community Project, ECHS Administrators and students, and a local intervention group SOS, Saving Our Sisters, Saving Our Selves, we are creating and continuing dialogue amongst our African-American female students in order prevent tensions from rising on campus. Similarly, Community Project has also started a monthly lunch-time focus group for our "at-risk" male and female students. Students will be allowed a forum to speak and bring up current issues and will be provided with pizza for lunch. The CA Healthy Kids Survey (CHKS) is conducted every other year with grade 9 and 11 students
Other: Site and District Safety Meetings	A school-wide safety forum, involving all stakeholders will be initiated to assess the effectiveness of school-wide rules and policies. On a monthly basis students, staff, and parents will meet in small group settings to examine safety issues and concerns and ways to ameliorate arising problems and tensions on our campus. This group will also provide a parent and administrative representative to the district safety committee.

We have used this Program for 2 year(s) and plan to continue the Program this year because data shows (include findings from the SPSA Monitoring form where available):

This is a new Program this year.

Action steps to implement the Program:

By 9/1/11 we will resume quarterly safety meetings with all stake holders with school safety officers (SRO) and monthly school stake holders as well as district safety meetings.

By 10/1/11 we will presents to students and stake-holders about various programs and safety expectations for students.

present school wide data from administration, SRO and community project to all stakeholders.

By 5/1/12 we will discuss results of healthy kids survey and implement areas for growth.

Materials necessary to implement the Program:

Focus	Materials
Program Specific for Student Use (001)	
Parent (008)	
Professional Dev (024)	
Technology (001)	
Library (006)	

Professional development activities to implement the Program:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
How to communicate effectively	SRO	[X]		[]		[]

Parent involvement activities to support the Program

Activity	Focus		
	Academics	Community Building	Communications
Parents will volunteer during school events to ensure extra safety	[]	[X]	[X]

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
PowerSchool	[]	[]	[]	[X]
Survey	[]	[]	[]	[X]

Categorical funds used to implement the Program: (check all that apply)

<input type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
Estimated Cost for Program:		\$

Student Programs

School Climate #1

Program to be used during the 2011-12 school year:

Teachers, administrators and the police department will implement proactive programs: Challenge Day, Intramurals, school-wide cultural sensitivity, cultural week activities, workshops to promote positive school climate and culture, and begin a campaign entitled "One Culture, One Pride: Gaucho Pride".

Underserved and at-risk interventions, including EDY will take place on an ongoing basis.

A community garden will be designed and installation will begin this year.

Description of the above Program:

Leadership team and departments will collaborate to discuss strategies that promote positive school climate and culture. Staff will reinforce conflict resolution and positive peer relationships in the classroom. Staff will also vigilantly enforce our collectively agreed upon four school rules.

<input type="checkbox"/> We have used this Program for year(s) and plan to continue the Program this year because data shows (include findings from the SPSA Monitoring form where available):
<input checked="" type="checkbox"/> This is a new Program this year.

Action steps to implement the Program:

By 09/1/11 we will Begin meeting with student groups to begin planning cultural events. these events will include celebrations of the contributions of historically under-served groups
By 10/14/11 we will Present a plan and begin formation of a committee to design and install a community garden on campus.
By 11/1/11 we will Plan a drug and alcohol awareness event for all students
By 1/31/12 we will examine and evaluate our degree of implementation and address challenges to fully implementing the strategy.
By 5/1/12 we will Have a second drug and alcohol awareness safety event and this event will emphasize the importance of engaging in safe practices related to drugs and alcohol.
By 6/8/12 we will Analyze the gathered data and determine the impact of this strategy on student achievement and behavior. Decide whether to continue the strategy next year, continue with some adjustments, or try a new strategy in the coming year.

Materials necessary to implement the Program:

Focus	Materials
Program Specific for Student Use (001)	
Parent (008)	
Professional Dev (024)	
Technology (001)	
Library (006)	

Parent involvement activities to support the Program

Activity	Focus		
	Academics	Community Building	Communications
Parents volunteers from the neighborhood will work in the garden	[]	[X]	[]

SPSA Monitoring:

Focus <i>(must collect data from at least 2 focus areas)</i>				
Data Collected	Standards Base- Assessments	Student Work	Program Embedded Assessments	Other
Students who sign up for service learning	[]	[X]	[]	[]
Survey	[]	[]	[]	[X]
Referrals to community project	[]	[]	[]	[X]

Categorical funds used to implement the Program: (check all that apply)

<input type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input checked="" type="checkbox"/> Other: general school program	<input type="checkbox"/> Other:
Estimated Cost for Program:		\$0

Student Programs

School Climate #2

Strategy to be used during the **2011-12** school year:

Daily use of Culturally Responsive classroom management plans and behavior policies to decrease disproportionality in referrals and suspensions and increase the positive engagement of all students.

Description of the above strategy:

- **Culturally Responsive engagement strategies will be used by all staff**
- **Schoolwide Culturally Responsive ways of managing behavior and discipline will be implemented consistently across the school**
- **Situational appropriateness as it relates to both social and academic behavior will be consistently taught at all grade levels.**

- 1. Ongoing discussion of ways to incorporate culturally responsive strategies into everyday instruction through Academic Senate, ILT, and staff meetings**
- 2. Hire a grad tutor to target African American students that are struggling to succeed at ECHS (caseload of approximately 30 students)**
- 3. Ongoing programs and activities to build community amongst all stakeholders**
- 4. Implement and follow through with the Equity Walkthrough Process**

We have used this Program for year(s) and plan to continue the Program this year because data shows **(include findings from the SPSA Monitoring form where available):**

This is a new Program this year.

Action steps to implement the Program:

By **11/10/11** we will **present referral data and identify patterns for discipline among different ethnic groups; administrators will use culturally relevant observation protocol.**

By **11/30/11** we will **determine action plan for addressing more culturally sensitive practices for teaching and discipline; provide teachers with culturally relevant readings.**

By **12/3/11** we will **monitor action plan for effectiveness.**

By **2/10/12** we will **review data and evaluate action plan.**

Materials necessary to implement the Program:

Focus	Materials
Program Specific for Student Use (001)	
Parent (008)	
Professional Dev (024)	
Technology (001)	
Library (006)	

Additional classified staff to implement the Program:

Position	# Hours FTE	or	Hourly/Time Card
Grad Tutor	5		<input type="checkbox"/>

Professional development activities to implement the Program:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Cultural Discontinuity		[X]		[]		[]
Readings: Culturally relevant Pedagogy	Administration	[X]		[]		[]
Classroom management	Administration	[X]		[]		[]

Teacher collaboration time to implement the Program:

Activity	Frequency		
	Weekly	Monthly	Other
Collaborate to discuss way to improve culturally responsive practices	[]	[X]	

Parent involvement activities to support the Program

Activity	Focus		
	Academics	Community Building	Communications
Parents will participate in school events such as World Language Night and promote cultures	[]	[X]	[]

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Surveys	[]	[]	[]	[X]
Planning notes from events	[]	[]	[X]	[]
Classroom observation notes	[]	[]	[X]	[]

Categorical funds used to implement the Program: (check all that apply)

[] Title I	[X] EIA/SCE	[] Other:
[] Title I parent involvement	[] QEIA	[] Other:
[X] EIA/LEP	[] Other:	[] Other:
Estimated Cost for Program:		\$25,000

Coordination of Services

Personnel

The staff included in the table below are the people who make it “all work together” to improve student achievement. These staff members work to support the overall, comprehensive implementation of site-based programs. Resource teachers and instructional assistants should be referenced in the strategy sections of the plan.

Position / Name	Rationale	Funding Source/Amount
WASC Coordinator /	Prepare for 2012-13 WASC visit	General Fund / \$

Other Coordination of Services Costs (materials, supplies)

The materials/supplies included in the table below are the items that make it “all work together” to increase student achievement. These materials are not intended for use in specific instructional or safety/climate/attendance related programs. Instead, these materials support the overall, comprehensive implementation of site-based programs. Instructional materials, professional development, and study trips should be referenced in the strategy sections of the plan.

Item	Rationale	Funding Source/Amount
		/ \$

Agreements

The following critical compliance items are in place throughout WCCUSD:

- **Highly Qualified Teachers:** All teachers and paraprofessional involved in our academic programs will meet NCLB's highly qualified requirements. Our site coordinates with the WCCUSD Human Resources Department to ensure compliance with this item.
- **Strategies to attract and retain high quality teachers:** Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.
- **Learning Center Collaborative Model:** Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).
- Staff development, selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.
- **Parental Involvement:** We recognize that parents/guardians need to be purposely involved in the education of their children. Our school will develop systems and opportunities for parents/guardians to understand the grade level standards and assessments, as well as participate in learning at home and decision-making activities. Many of our parental involvement activities are reflected in our SPSA. The following represents our agreements:
 - Our site provides parents with individual student performance information and assistance with interpretation of the state assessment results through the following activities:
 - Individual student progress is reported to parents through parent conferences, individualized educational plan (IEP) meetings, back to school night, progress report night and the use of the Connect-Ed system to contact parents regarding specific student data**
 - Our site provides information and assistance to parents on how to understand academic content standards, assessments and how to monitor academic progress through the following activities:
 - Report card night where all parents meet and sit with teachers for grade conferences.**
 - Meetings for 9th grade students to articulate academic plan.**
 - Parents have opportunities to attend meetings to discuss programs and decisions related to their child's academic performance as follows:
 - GATE parent meetings**
 - ELAC parent meetings**
 - Parents are encouraged to meet with counselors and teachers to review students' academic progress.**
 - Students who have difficulty attaining proficiency are identified and provided with additional academic help.
 - Parents have the opportunity to submit comments on the SPSA to the LEA if they do not find the plan to be satisfactory.
- **Schoolwide Plans and Homeless Children and Youth:** In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:
 - Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
 - Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
 - Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
 - Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.

Centralized Direct Services

Educational Services provides the following centralized direct services:

- Assistance with registration materials for the families of potential English learners
- Assistance in administering annual and initial CELDT
- Primary language assessment for newly enrolled English learners (ELs)
- English learner data analysis and reports for schools
- English learner parent education opportunities
- Identifying translators and interpreters to meet school needs
- Professional development for teachers and administrators regarding English Language Development (ELD) and core instructional methodologies appropriate for English learners
- Support for principals, teachers and paraprofessional staff for effective implementation of the EL programs and services at the school
- Support for the local assessment system (e.g. benchmarks, placement, screening) for ELD and for bilingual programs.
- Graduate Tutors provided at all elementary schools to support ELs
- Additional FTEs for class size reduction for secondary ELD classes