

# The Single Plan for Student Achievement

LA HABRA HIGH SCHOOL

30665143033362  
CDS Code

Date of this revision: September 21, 2010

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

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FULLERTON JOINT UNION HIGH School District

The District Governing Board approved this revision of the School Plan on November 9, 2010.

## **Table of Contents**

School Profile

Form A: Planned Improvements in Student Performance

Form C: Programs

Form D: School Site Council

Form E: Recommendations and Assurances

Centralized Service Budget

Data

## **VISION STATEMENT OF LA HABRA HIGH SCHOOL**

### **Vision Statement**

La Habra High School, school of choice for its instructional excellence, rigor, and relevance, encourages its diverse student population within a safe, student-centered community to become productive citizens in an ever-changing world.

### **Mission Statement**

The purpose of the La Habra High School community, which includes students, staff, parents, and the local community, is to work collaboratively to prepare our students for high standards in academics, communication, technology, and personal responsibility and character so that they will be successful lifelong learners in a challenging and diverse global economy.

### **School Profile**

La Habra High School serves 2305 students (grades 9-12) living in La Habra, La Habra Heights, Whittier, and surrounding communities. The school is one of six comprehensive high schools in the Fullerton Joint Union High School District, which also includes one continuation high school and an alternative education program. Current ethnic distribution is 64.5 percent Hispanic, 28.3 percent White, 2.5 percent Asian, 1.8 percent African American, and 2.9 percent other.

Nine percent of students are categorized as English language learners; the majority speak Spanish. LHHS is also a Title I school serving sixteen percent of the student population. About 7% of the student population receives special education services. School and District Administration has made a concerted effort to hire experienced, fully-credentialed teachers, and the staff, working with special populations, has appropriate specialized credentials or are working toward completion of advanced credential requirements.

La Habra High School has been recognized as a California Distinguished School. Specialized programs include: Heritage of the Americas, a State Specialized Secondary School Magnet Program; Marketing and Business Academy; and Navy JROTC Program. Both the Heritage and MBA programs have been awarded the CSBA Golden Bell. In 2009, La Habra High School received a six-year term of accreditation from the Western Association of Schools and Colleges.

La Habra High School is a comprehensive high school consisting of a well-maintained school plant that was built in the 1950s. Three computer labs of 30 or more student work stations have been installed; Digital High School and other funds have provided a fully networked school providing every classroom with access to the Internet. With the passage of a local bond, a building was constructed that provides new science labs and classrooms to accommodate our 600 plus growth in student population in six years. The school continues to modernize classrooms as appropriate.

## Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1				
Improve school wide literacy in core content areas (English, Math, Science, and Social Science).				
<p>Student groups and grade levels to participate in this goal:</p> <p>All students grades 9-11</p>		<p>Anticipated annual performance growth for each group:</p> <p>Performance gains expected for these students:</p> <ul style="list-style-type: none"> <li>• Minimum of 5% growth in Advanced &amp; Proficient on CSTs in each content area</li> <li>• Minimum of 5% reduction in far Below Basic &amp; Below Basic on CSTs in each content area.</li> <li>• Meet the 66.7% proficient target in ELA and 66.1% proficient target in Math on the CAHSEE</li> </ul>		
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Benchmark Exams</li> <li>• Teacher-Developed Assessments</li> <li>• Data Director</li> <li>• Grade Reports</li> <li>• CELDT</li> <li>• Meeting IEP Goals</li> </ul>		<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> <li>• California Standards Tests in ELA, Math, Science, and Social Science</li> <li>• NCLB: 10<sup>th</sup> grade Science</li> <li>• CAHSEE – ELA and Math Proficiency</li> <li>• School writing Exams</li> </ul>		
Actions to be Taken to Reach This Goal <sup>1</sup>	Start Date <sup>2</sup> Completion Date	Proposed Expenditures <sup>3</sup>	Estimated Cost	Funding Source



<ul style="list-style-type: none"> <li>Interdisciplinary California Partnerships Academy – LHHS Marketing and Business Academy</li> <li>Dean of Academic Services</li> <li>Extended Instruction <ul style="list-style-type: none"> <li>EL1: 3 period block</li> <li>EL2: 2 period block</li> <li>EL 3: 1period EL class plus reading class</li> </ul> </li> </ul> <p><u>Instructional Strategies and Materials</u></p> <ul style="list-style-type: none"> <li>Advanced Placement Teachers attend the AP Summer Conference</li> <li>Standards-based lessons are cooperatively developed through PLCs</li> <li>Best practices are identified and shared through PLCs</li> <li>Methodologies, strategies, and materials learned through the from Professional development shared by individual teachers with PLCs</li> <li>Technology is utilized to support student learning</li> <li>Gateways Intervention Plan</li> </ul> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> <li>Professional Learning Communities</li> <li>SDAIE training</li> </ul>	“	MBA Support Staff	\$24,276	CPA funds
	“		\$5,000	
	“	Portion of Dean’s Salary	\$3,000	EIA-LEP funds
	“		\$35,880	General fund
	“		\$48,000	
	August, 2010 2010-11 school year	Staff Development - Consultants, Substitutes, Supplemental Books, Equipment, Supplies, & Materials	\$1,500	District Funds Title I funds Title III funds EIA/LEP funds CPA funds
	“		\$4,231	
	“		\$1,014	
	“		\$4,000	
	“		\$4,000	
	2010-11 school year	Computer Hardware and software	\$5,000	CPA funds
	2010-11 school year	Staff Development, Materials		EIA-LEP
	“		\$4000	Title I funds
			\$500	EIA-LEP funds

<ul style="list-style-type: none"> <li>Schoolwide Literacy and SSR</li> <li>Data Director Training</li> <li><i>Classroom Instruction That Works (CITW)</i></li> <li>Direct Interactive Instruction</li> <li>District Staff Development Activities</li> <li>ELD Training</li> <li>Best practice made public - teachers teaching teachers model adoption.</li> <li>Academic Vocabulary</li> <li>Process Writing</li> </ul>	<p>“</p> <p>“</p> <p>“</p> <p>2010-11 school year</p>	<p>Substitute salaries</p> <p>Conferences, Materials</p> <p>Supplies Postage</p> <p>Publication Costs, Postage</p> <p>Web Site Maintenance</p> <p>Materials</p> <p>Materials and Supplies</p>	<p>\$1,650</p> <p>\$1,000</p> <p>\$2,000</p> <p>\$1000</p> <p>\$2,000</p> <p>\$2000</p> <p>\$3600</p> <p>\$2000</p> <p>\$500</p>	<p>Title I funds</p> <p>Title I funds</p> <p>Title I funds</p> <p>EIA-LEP funds</p> <p>General funds</p> <p>General funds</p> <p>General funds</p> <p>General funds</p>
<p><u>Involvement of parents and community</u></p>				
<ul style="list-style-type: none"> <li>Parent Night Presentations</li> <li>Newsletters and Brochures</li> <li>School Marquee</li> <li>LHHS Web Site</li> <li>Title 1 &amp; ELD Parent Night</li> <li>PTA Meetings</li> <li>Back-to-School Night</li> <li>Open House</li> <li>School Site Council</li> <li>Various Athletic and Program Booster Groups</li> <li>Articulation with Junior High Schools</li> <li>Special events such as the MBA Invention Convention, Heritage Decades presentations, MBA Senior Business Projects, field trips, etc.</li> <li>TeleParent</li> </ul>		<p>Substitute teachers</p> <p>Materials, Supplies,</p> <p>Transportation</p> <p>Communication Service</p>	<p>\$1000</p> <p>\$8,000</p> <p>\$7800</p>	<p>General fund</p> <p>CPA funds</p> <p>General fund</p>

<p>SCHOOL GOAL # 2</p> <p>English Language Learners will improve academic skills in Core Content Areas (English, Math, Science, and Social Science) as demonstrated on the CST's and CAHSEE</p>				
<p>Student groups and grade levels to participate in this goal:</p> <p>English Language Learners grades 9-11</p>		<p>Anticipated annual performance growth for each group:</p> <p>Performance gains expected for these students:</p> <ul style="list-style-type: none"> <li>• Minimum of 5% growth in Advanced &amp; Proficient on CST's in each content area</li> <li>• Minimum of 5% reduction in Far below Basic &amp; below Basic on CST's in each content area.</li> <li>• Meet the 66.7% proficient target in ELA and 66.1% proficient target in Math on the CAHSEE</li> </ul>		
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Benchmark Exams</li> <li>• Teacher developed Assessments</li> <li>• Data Director</li> <li>• Grade Reports</li> <li>• CELDT</li> <li>• Meeting IEP Goals</li> </ul>		<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> <li>• California Standards Tests in ELA, Math, Science, and Social Science</li> <li>• NCLB: 10<sup>th</sup> grade Science</li> <li>• CAHSEE – ELA and Math Proficiency</li> <li>• School Writing exams</li> </ul>		

Actions to be Taken to Reach This Goal <sup>4</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>5</sup> Completion Date	Proposed Expenditures <sup>6</sup>	Estimated Cost	Funding Source
<p><b>Goal #2</b> <u>Curriculum Alignment and Support</u></p> <ul style="list-style-type: none"> <li>• Standards-based textbooks and materials are provided: SRA Reach Reading program for non-readers in Special Education; Visions Reading program for English Language Learners</li> <li>• Professional Learning Communities and Departmental data analysis and recommendations</li> <li>• Standards-based Lessons in all Content Areas</li> <li>• Intervention and Support Classes               <ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade Reading/Writing Support</li> <li>• 10<sup>th</sup> Grade Reading/Writing Support</li> <li>• 10<sup>th</sup> Grade Algebra Support</li> <li>• 11<sup>th</sup> and 12<sup>th</sup> Grade CAHSEE ELA Support</li> <li>• 11<sup>th</sup> and 12<sup>th</sup> Grade CAHSEE Math Support</li> <li>• Tutoring</li> <li>• Reduce class size in Support Classes</li> </ul> </li> </ul>	<p>2010-11 school year</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>	<p>See Goal #1</p> <p>See Goal #1</p>		

<sup>4</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>5</sup> List the date an action will be taken or will begin, and the date it will be completed.

<sup>6</sup> If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer”, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

<ul style="list-style-type: none"> <li>• Interdisciplinary California Partnerships Academy – LHHS Marketing and Business Academy</li> <li>• Dean of Academic Services</li> <li>• Additional Support</li> </ul>	<p>“</p> <p>“</p> <p>“</p> <p>2010-11 School year</p> <p>“</p> <p>Bilingual instructional aide support</p> <p>“</p>	<p>See Goal #1</p> <p>“</p> <p>“</p> <p>Bilingual instructional aide salary</p>	<p>\$19,000</p>	<p>EIA-LEP funds</p>
<p><u>Instructional Strategies and Materials</u></p> <ul style="list-style-type: none"> <li>• Two new Advanced Placement Teachers attend the AP Summer Conference</li> <li>• Standards-based lessons are cooperatively developed through PLC’s</li> <li>• Best practices are identified and shared through PLC’s</li> <li>• Methodologies, strategies, and materials learned through the from Professional development shared by individual teachers with PLC’s</li> <li>• Technology is utilized to support student learning</li> </ul>	<p>August, 2010</p> <p>2010-11 school year</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>	<p>See Goal #1</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>		
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> <li>• Professional Learning Communities</li> <li>• SDAIE training</li> </ul>	<p>2010-11 school year</p>	<p>“</p>		

<ul style="list-style-type: none"> <li>• Schoolwide Literacy and SSR</li> <li>• Data Director Training</li> <li>• <i>Classroom Instruction That Works (CITW)</i></li> <li>• Direct Interactive Instruction</li> <li>• District Staff Development Activities</li> <li>• Academic Vocabulary</li> <li>• Process Writing</li> </ul>	“	“		
<u>Involvement of parents and community</u>	2010-11 school year	See Goal #1		
<ul style="list-style-type: none"> <li>• Parent Night Presentations</li> <li>• Newsletters and Brochures</li> <li>• School Marquee</li> <li>• LHHS Web Site</li> <li>• Title 1 &amp; ELD Parent Night</li> <li>• Parent Institute for Quality Education</li> <li>• PTA Meetings</li> <li>• Back-to-School Night</li> <li>• Open House</li> <li>• School Site Council</li> <li>• Various Athletic and Program Booster Groups</li> <li>• Articulation with Junior High Schools</li> <li>• Special events such as the MBA Invention Convention, Heritage Decades presentations, MBA Senior Business Projects, field trips, etc.</li> <li>• TeleParent</li> </ul>	“	“		

<p>SCHOOL GOAL # 3</p> <p>Mild to moderate Special Education students will improve academic skills in Core Content Areas (English, Math, Science, and Social Science) as demonstrated on the CST's and CAHSEE</p>				
<p>Student groups and grade levels to participate in this goal:</p> <p>Special Education students grades 9-11</p>		<p>Anticipated annual performance growth for each group:</p> <p>Performance gains expected for these students:</p> <ul style="list-style-type: none"> <li>• Minimum of 5% growth in Advanced &amp; Proficient on CST's in each content area</li> <li>• Minimum of 5% reduction in Far below Basic &amp; below Basic on CST's in each content area.</li> <li>• Meet the 66.7% proficient target in ELA and 66.1% proficient target in Math on the CAHSEE</li> </ul>		
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Benchmark Exams</li> <li>• Teacher developed Assessments</li> <li>• Data Director</li> <li>• Grade Reports</li> <li>• CELDT Scores</li> <li>• Meeting IEP Goals</li> </ul>		<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> <li>• California Standards Tests in ELA, Math, Science, and Social Science</li> <li>• NCLB: 10<sup>th</sup> grade Science</li> <li>• CAHSEE – ELA and Math Proficiency</li> <li>• CAPA</li> <li>• School Writing exams</li> </ul>		

Actions to be Taken to Reach This Goal <sup>7</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>8</sup> Completion Date	Proposed Expenditures <sup>9</sup>	Estimated Cost	Funding Source
<p><b>Goal #3</b> <b>Curriculum Alignment and Support</b></p> <ul style="list-style-type: none"> <li>• Standards-based textbooks and materials are provided: SRA Reach Reading program for non-readers in Special Education; Visions Reading program for English Language Learners</li> <li>• Professional Learning Communities and Departmental data analysis and recommendations</li> <li>• Standards-based Lessons in all Content Areas</li> <li>• Intervention and Support Classes <ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade Reading/Writing Support</li> <li>• 10<sup>th</sup> Grade Reading/Writing Support</li> <li>• 10<sup>th</sup> Grade Algebra Support</li> <li>• 11<sup>th</sup> and 12<sup>th</sup> Grade CAHSEE ELA Support</li> <li>• 11<sup>th</sup> and 12<sup>th</sup> Grade CAHSEE Math Support</li> <li>• Tutoring</li> <li>• Reduce class size in Support Classes</li> </ul> </li> <li>• Interdisciplinary California Partnerships</li> </ul>	<p>2010-11 school year</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>	<p>See Goal #1</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>		

<sup>7</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>8</sup> List the date an action will be taken or will begin, and the date it will be completed.

<sup>9</sup> If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer”, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

<p>Academy – LHHS Marketing and Business Academy</p> <ul style="list-style-type: none"> <li>• Dean of Academic Services</li> <li>• Extended Instruction <ul style="list-style-type: none"> <li>EL1: 3 period block</li> <li>EL2: 2 period block</li> <li>EL 3: 1period EL class plus reading class</li> <li>Bilingual Instructional Aide Support</li> </ul> </li> </ul>	<p>“</p> <p>“</p> <p>“</p> <p>“</p>	<p>“</p> <p>“</p> <p>“</p> <p>“</p>		
<p><u>Instructional Strategies and Materials</u></p>				
<ul style="list-style-type: none"> <li>• Advanced Placement Teachers attend the AP Summer Conference</li> <li>• Standards-based lessons are cooperatively developed through PLC’s</li> <li>• Best practices are identified and shared through PLC’s</li> <li>• Methodologies, strategies, and materials learned through the from Professional development shared by individual teachers with PLC’s</li> <li>• Technology is utilized to support student learning</li> </ul>	<p>August, 2009</p> <p>2009-10 school year</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>	<p>See Goal #1</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>		
<p><u>Professional Development</u></p>				
<ul style="list-style-type: none"> <li>• Professional Learning Communities</li> <li>• SDAIE training</li> <li>• Schoolwide Literacy and SSR</li> <li>• Data Director Training</li> <li>• <i>Classroom Instruction That Works (CITW)</i></li> </ul>	<p>“</p> <p>20090-10 school year</p> <p>“</p>	<p>“</p> <p>“</p> <p>“</p>		

<ul style="list-style-type: none"> <li>• Direct Interactive Instruction</li> <li>• District Staff Development Activities</li> <li>• Academic Vocabulary</li> <li>• Process Writing</li> </ul> <p><u>Involvement of parents and community</u></p> <ul style="list-style-type: none"> <li>• Parent Night Presentations</li> <li>• Newsletters and Brochures</li> <li>• School Marquee</li> <li>• LHHS Web Site</li> <li>• Title 1 &amp; ELD Parent Night</li> <li>• Parent Institute for Quality Education</li> <li>• PTA Meetings</li> <li>• Back-to-School Night</li> <li>• Open House</li> <li>• School Site Council</li> <li>• Various Athletic and Program Booster Groups</li> <li>• Articulation with Junior High Schools</li> <li>• Special events such as the MBA Invention Convention, Heritage Decades presentations, MBA Senior Business Projects, field trips, etc.</li> <li>• TeleParent</li> </ul>	<p>“</p> <p>“</p> <p>2010-11 school year</p>	<p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>		

<p><b>SCHOOL GOAL # 4</b></p> <p>Socio-Economically Disadvantaged students will improve academic skills in Core Content Areas (English, Math, Science, and Social Science) as demonstrated on the CST's and CAHSEE</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All students grades 9-11</p>	<p>Anticipated annual performance growth for each group:</p> <p>Performance gains expected for these students:</p> <ul style="list-style-type: none"> <li>• Minimum of 5% growth in Advanced &amp; Proficient on CST's in each content area</li> <li>• Minimum of 5% reduction in Far below Basic &amp; below Basic on CST's in each content area.</li> <li>• Meet the 66.7% proficient target in ELA and 66.1% proficient target in Math on the CAHSEE</li> </ul>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Benchmark Exams</li> <li>• Teacher developed Assessments</li> <li>• Data Director</li> <li>• Grade Reports</li> <li>• Meeting IEP Goals</li> </ul>	<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> <li>• California Standards Tests in ELA, Math, Science, and Social Science</li> <li>• NCLB: 10<sup>th</sup> grade Science</li> <li>• CAHSEE – ELA and Math Proficiency</li> <li>• School Writing Exam</li> </ul>

<p>Actions to be Taken to Reach This Goal<sup>10</sup>            Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date<sup>11</sup>            Completion Date</p>	<p>Proposed Expenditures<sup>12</sup></p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p><b>Goal #4</b>  <u>Curriculum Alignment and Support</u></p> <ul style="list-style-type: none"> <li>• Standards-based textbooks and materials are provided: SRA Reach Reading program for non-readers in Special Education; Visions Reading program for English Language Learners</li> <li>• Professional Learning Communities and Departmental data analysis and recommendations</li> <li>• Standards-based Lessons in all Content Areas</li> <li>• Intervention and Support Classes               <ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade Reading/Writing Support</li> <li>• 10<sup>th</sup> Grade Reading/Writing Support</li> <li>• 10<sup>th</sup> Grade Algebra Support</li> <li>• 11<sup>th</sup> and 12<sup>th</sup> Grade CAHSEE ELA Support</li> <li>• 11<sup>th</sup> and 12<sup>th</sup> Grade CAHSEE Math Support</li> <li>• Tutoring</li> <li>• Reduce class size in Support Classes</li> </ul> </li> <li>• Interdisciplinary California Partnerships Academy – LHHS Marketing and Business Academy</li> </ul>	<p>2010-11 school year</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>	<p>See Goal #1</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>		

<sup>10</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>11</sup> List the date an action will be taken or will begin, and the date it will be completed.

<sup>12</sup> If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer”, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

<ul style="list-style-type: none"> <li>• Dean of Academic Services</li> <li>• Extended Instruction <ul style="list-style-type: none"> <li>EL1: 3 period block</li> <li>EL2: 2 period block</li> <li>EL 3: 1period EL class plus reading class</li> <li>Bilingual Instructional Aide Support</li> </ul> </li> </ul>	“ “ “ “	“ “ “ “		
<u>Instructional Strategies and Materials</u> <ul style="list-style-type: none"> <li>• Two new Advanced Placement Teachers attend the AP Summer Conference</li> <li>• Standards-based lessons are cooperatively developed through PLC’s</li> <li>• Best practices are identified and shared through PLC’s</li> <li>• Methodologies, strategies, and materials learned during professional development will be shared by individual teachers with PLC’s</li> <li>• Technology is utilized to support student learning</li> </ul>	August, 2009 2009-10 school year “ “ “2010-11 school year	“ See Goal #1 “ “ “		
<u>Professional Development</u> <ul style="list-style-type: none"> <li>• Professional Learning Communities</li> <li>• SDAIE training</li> <li>• Schoolwide Literacy and SSR</li> <li>• Data Director Training</li> <li>• <i>Classroom Instruction That Works (CITW)</i></li> <li>• Direct Interactive Instruction</li> <li>• District Staff Development Activities</li> </ul>	“ “ “ “ 2010-11 school year	“ “ “ “		



## Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # __ (Based on conclusions from Analysis of Program Components and Student Data pages)				
Groups participating in this goal (e.g., students, parents, teachers, administrators):		Anticipated annual growth for each group:		
Means of evaluating progress toward this goal:		Group data to be collected to measure gains:		
<p style="text-align: center;">Actions to be Taken to Reach This Goal<sup>13</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date<sup>14</sup> Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>

<sup>13</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>14</sup> List the date an action will be taken or will begin, and the date it will be completed.

### Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$181,477
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education) - CA Partnerships Academy	\$61,500
Total amount of state categorical funds allocated to this school	\$242,977

Federal Programs under No Child Left Behind (NCLB)		Allocation
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/>	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input type="checkbox"/>	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
X	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$158,810
<input type="checkbox"/>	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$25,720
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
	Other Federal Funds (list and describe <sup>15</sup> ) ARRA Title I	\$
	Total amount of federal categorical funds allocated to this school	\$288,786
	Total amount of state and federal categorical funds allocated to this school	\$531,763

<sup>15</sup> For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

**Form D: School Site Council Membership**

*Education Code* Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:<sup>16</sup>

Names of Members	Principal	TeacherClassroom	Other School Staff	MemberCommunityParent or	StudentSecondary
Sylvia Kaufman	x				
Joel Carlisle		x			
Aaron Chang		x			
Sam Kelso		x			
Angela Ludlum		x			
Lorna Paxman		x			
Suzanne Boxdorfer			x		
Janeen Redd				x	
Jeanette Villareal				x	
Cici Lozier				x	
Judy Leon					x
Sarah Toutant					x
Jessica Huerta					x
Numbers of members of each category	1	4	1	3	3

<sup>16</sup> At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Form E: 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*)

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 LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: September 29, 2009.

Attested:

Sylvia M. Kaufman  
Typed name of school principal

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

\_\_\_\_\_  
Date

Suzanne Boxdorfer  
Typed name of SSC chairperson

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

\_\_\_\_\_  
Date