



Riverside Unified School District Single Plan for Student Achievement



School: John W. North High School	CDS#: 33	67215	3334406
	County	District	School (7 digit #)

Year: 2012-13

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Date Approved by SSC: 2/21/13
Date Approved by Board of Education: April 15, 2013

- Please check each box that applies to your school:**
 Non Title I
 Title I School
 TI Program Improvement Year - 1 2 3 4 5

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Mission/Vision & Districtwide Agreement

RUSD Mission: The mission of the Riverside Unified School District is to educate a community of lifelong learners prepared for the demands of the 21st century by forging a partnership with the community through which diversity is valued, limits are challenged, and excellence is rewarded.

School Mission, Vision, Districtwide Agreement & Collective Commitments

Date of Revision: 11/15/2012

MISSION (What is the purpose of our daily work?):

JohnW.NorthHigh School is a diverse community which strives to develop compassionate life-long learners who are college and career ready and will make a positive impact in society.

VISION (Where do we want to be/what do we want to become in the future?):

Problem Solvers— Think critically to organize and synthesize information from a variety of traditional and electronic sources and apply resulting knowledge to new and different situations.

Responsible Members of Society— Evaluate options and take responsibility for personal and academic decisions. Demonstrate respect toward self and others and recognize the impact of our decisions on our lives and the lives of those around us.

Independent Learners— Demonstrate self-motivation and self-discipline while setting high school, post-secondary and career goals.

Dynamic Communicators – Listen, speak, and write effectively while using all available resources, including technology.

Effective Collaborators— Strive to collaboratively work toward individual and group goals.

COLLECTIVE COMMITMENTS (What will all stakeholders commit to in the pursuit of our mission and vision?):

All stakeholders support the school mission and vision statements. Parent groups meet regularly including ELAC, School Site Council, PTSA, and booster groups. These parent groups work in conjunction with students and staff. The staff communicates specific and relevant information to parents at 9th Grade Start Night and Student/Parent Orientation, Back to School Night, College and Career Night, Financial Aid Night, Cash for College (FAFSA application workshops), Husky Pride Night, Academy Parent Nights, Academy Steering Committee Meetings, IB Parent Nights, and AVID Parent Nights.

North's teachers receive professional development and release time to work on curriculum, common assessments, and to review student data. Students complete the Pathways Program to learn and practice career skills. Teachers share their educational and career path with students, and students complete a resume, personal letter of introduction, and application. Students review their academic profiles which help them set personal goals and focus on academic achievement.

Section 1: Analysis of Current Instructional Program

Standards, Assessment and Accountability

Describe how you use state and local assessments to modify instruction and improve student achievement.

Site administrators, department chairs, and program coordinators review California Standards Test data at the beginning of the school year. From that examination, they determine key areas to target for instruction on both a departmental and individual level. In addition, teachers review and adjust instruction based on data from district and site assessments. At the end of each semester, subject matter teams compare grades with district assessment results. Students are placed in CAHSEE classes based on their CST scores as freshmen, and upper classmen who have not passed the CAHSEE also take CAHSEE workshop classes. Additionally, students who have traditionally struggled in language arts and math are assisted in two areas. Language arts students are enrolled in the Strategic English Language Arts (SELA) course using a program titled English 3D to strengthen their reading and writing skills. Also, students who may struggle in Algebra 1 are participating in a math intervention course using an online math program called ALEKS. ALEKS allows students to gain proficiency at their own pace by allowing students to progress through the program only as they master certain skills.

Describe how you use data to monitor student progress on curriculum-embedded assessments and to modify instruction.

North's Professional Learning Communities/Subject matter teams meet and modify instruction based on student scores on district and site assessments. DataDirector and OARS provide item analysis so teachers can focus on areas where re-teaching or more emphasis needs to be placed. At the beginning of each new school year, departments review data from district finals and CST results. Teachers are able to measure the performance of specific subjects and individual teachers in the department against district and state averages.

Math and language arts teachers review the 10th grade CAHSEE census results and results from the 9th grade Kaplan practice CAHSEE to identify strands that need emphasis. For each strand that needs focused teaching, the math and language arts teachers will create pre-tests. The teachers will review the results of the pre-tests and design lesson plans and instructional strategies for re-teaching the information. After re-teaching, the teachers will administer a post-test.

Staffing and Professional Development

What percentage of teachers and paraprofessionals are NCLB compliant?

96.76% Teachers / 100% Paraprofessionals

Describe the leadership strategies used to increase the probability that highly qualified and effective teachers remain at your school.

The academic coaches in language arts and English Language Development assist teachers with curriculum, instructional strategies, and assessments. New teachers are assigned BTSA providers for assistance in all aspects of instruction. Site administrators evaluate teachers and provide support as needed. Department chairs coordinate subject matter teams, develop agendas, provide materials, distribute and collect assessments, provide DataDirector data, and assist all department members as needed. RUSD Instructional Services Specialists meet with teachers, provide feedback to department chairs and administrators, and plan and coordinate staff development. Teachers are encouraged to participate in staff development opportunities and during the weekly early release days meet as members of subject matter teams or specialized groups (Vertical Honors teaming, SDAIE, Academies, AVID, and Special Education).

Describe how staff development is aligned to content standards, assessment of student performance and professional development needs.

Teachers voted to implement an early release schedule every Thursday in order for staff development to take place regularly. Subject matter teams meet and review district pacing guides which align the textbook and instructional materials to the state standards. Subject matter teams review data and modify instructional strategies and techniques as needed. Additional staff development opportunities are offered by district, county, and state instructional divisions.

Describe how you will provide ongoing instructional assistance and support for teachers (e.g., use of instructional coaches and staff development specialists).

Academic coaches meet with department members, observe teachers, and model lessons for teachers. Academic coaches and department chairs will visit other sites and do Classroom Walk-Throughs (CWTs) with district and site administrators to norm this process. Staff development specialists provide support through staff development in-services and make site visits to provide feedback to teachers. Classroom Walk-Throughs are conducted regularly to assess student engagement, appropriate objectives aligned to grade level standards, and instructional strategies. Teachers are able to review data collected during these visits immediately following the visit as the form is emailed to them before the academic coach or administrator leaves the room. This serves to aid in identifying further staff development needs for both the individual and the teaching staff as a whole.

Describe your teacher collaboration process by grade level or department.

Teachers voted in the spring of 2012 to hold early release schedules every Thursday throughout the 2010-2011 school year. Teachers work in subject matter teams to review data, pacing guides, and share/discuss instructional strategies. Subject matter teams also attend meetings wherein all high schools, and sometimes middle schools, engage in district wide collaboration. Administration also provides on-site release time for core subject teachers to collaborate.

Teaching and Learning

Describe how you ensure that all standards-based instructional materials are available to all students.

Williams Act is adhered to. As a standards-based district, standards-aligned textbooks and instructional materials are used.

Describe how curriculum, instruction and materials are aligned to content and performance standards.

As a standards-based district, we are using state standards-aligned textbooks and instructional materials. Teachers are implementing the district pacing guides which align the textbook and instructional materials to the state standards. CST data is reviewed to determine next steps in planning.

Opportunity for Equal Educational Access

Describe the services that are provided by the base program that enable underperforming students to meet standards.

North High School has increased the number of course offerings that provide specialized instruction to underperforming students. Students who do not pass the CAHSEE in 10th grade are placed in one of our math and/or English Language-Arts CAHSEE prep classes which are offered through the senior year. After school and Saturday interventions, such as additional CAHSEE support classes and tutoring are also available. Students who score Basic, Below Basic and/or are exiting the Language! reading program at RUSD middle schools may be placed in a 9th grade Strategic English Language Arts (SELA) class or a Read 180 intensive reading intervention course. SELA classes provide students continued support in reading and acquisition of academic skills necessary to pass their classes and the CAHSEE. The ELD and Special Education programs use Read 180. The Read 180 program was expanded last year to include a section for at-risk regular education students. The Read 180 program addresses individual needs through adaptive instructional software, independent reading of high-interest literature, and direct instruction in reading, writing and vocabulary skills that correlate to state English Language Arts standards. This school year we have implemented two periods of an Algebra support class for students at-risk of not passing Algebra. Students are using the ALEKS program designed to provide individualized math support along with an experienced teacher to monitor progress and provide assistance. Teachers use a variety of technologies to reach all students, including the use of computers, tablets, classroom interactive technologies, as well as other technology items intended on raising student achievement. North's master schedule provides a number of course offerings and support classes, including SDAIE, ELD, Special Education, SFS, AVID, and Academies which offer structured, specialized support to struggling students.

Describe the research-based educational practices that are used to raise student achievement.

North High has identified five key areas to be the focus of instruction across all departments and programs across campus. These areas are Writing, Inquiry, Collaboration, Organization and Reading (WICOR). By tying all instruction and staff development to one or more of these core areas, student achievement will be strengthened through a consistent focus across all classroom experiences. Research-based educational practices including Schlechy's engagement and design qualities, Marzano's Classroom Walk Throughs (CWT), and the use of Bloom's Taxonomy to set higher performance expectations for all students will be incorporated as they pertain to the WICOR strategy. CWT's will focus on the demonstration of these strategies throughout the school year.

Describe the transition strategies that are used to assist students entering Kindergarten/7th/9th grade.

This year, North High has introduced Husky Pause, a ninth-period student advisory class across campus. All students were randomly grouped in classes by grade level, and assigned an advisory teacher with whom they will spend their entire time at North. Thought the interaction is grade specific, the overall goal is to connect all students with other students for whom they might not already interact with, and with a staff member who can act as a mentor while the student is at North High. This group meets twice weekly for 25 minutes between our second and third period classes. Additionally, the North staff organizes Husky Pride Day for 8th grade students, and Husky Pride Evening for their parents. These two events provide incoming 9th grade students and parents the opportunity to become familiar with North's campus, staff, and activities prior to their 9th grade year. The orientation to North High School includes sessions with student body leaders, counselors, administrators, club leaders, and athletics coaches. Club Membership Day presents an opportunity for students to learn about and sign-up for the clubs on North's campus. The summer START program is a half-day orientation held the week before school begins to orient and prepare new students for the school year. Students receive information about the school's clubs and activities, and students tour of the campus. Additionally, students receive their schedules, check-out textbooks, take ID pictures, and have the opportunity to purchase PE clothes, yearbooks, and ASB cards. Husky VIPs is a program that pairs freshmen with a student body leader to act as a big brother/sister. 9th grade only athletic teams are available for football, girls basketball, boys basketball, and girls volleyball.

Involvement

Describe the strategies and services used to increase parental involvement/education that will support students in becoming proficient in grade level standards.

The North website, marquee, school calendar, phone dialer, AERIES parent portal and mailings inform parents of ways they may get involved. ELAC, PTSA, SSC, and Academy Advisory Committees all include parents as active members. Parents receive regular presentations on North's academic achievement, goals, and the parents' role in student success. Counselors hold parent/student conferences with students that are deficient in credits or have not passed one or both parts of the California High School Exit Exams (CAHSEE). Administrators and teachers meet with parents of English Learners to provide information about the CAHSEE and disseminate information about the North's after school and Saturday intervention classes designed to prepare students for the CAHSEE. Additionally, many North High parents participate in the Parent Institute for Quality Education (PIQE), a program offered to parents to familiarize them more with the workings of high school. This groups meets 9 times during the fall semester, covering topics such as understanding high school, A-G requirements, GPAs, higher education options and financial aid.

Describe the involvement of parents, community representatives, classroom teachers, other school personnel and students (in secondary schools) in the planning, implementation and evaluation of the Single Plan for Student Achievement.

All stakeholders have the opportunity to participate in SSC, PTSA, ELAC, and Academy Advisory Committees. Student achievement is often the main topic during these meetings. Feedback is given to the principal, assistant principal of curriculum, and teachers. Information regarding all aspects of the school plan is then shared with SSC and department chairs. The SSC reviews the budget and school plan to approve these documents.

Funding

Briefly describe the services that will be provided by categorical funds that enable underperforming students to meet content standards (Details are provided in Action Plans).

The services and personnel provided by categorical funds for under-performing students include: 2.5 bilingual assistants who work with the counselor, teachers, and staff to translate and make parent contacts in Spanish; academic coaches for language arts and English Learners; CAHSEE support classes; Strategic English Language Arts (SELA) classes which front-load ELA standards and information for students; Algebra support classes using ALEKS for at-risk students; teacher release time; student-centered use of technology in classrooms; and special programs such as Academies and AVID. All of these programs and/or services address the needs of under-performing students and offer assistance in meeting content standards. In addition, tutoring is provided before and after school on a set schedule. To assist students and help them organize their academics, the school provides each student with a school planner.

Section 2: Ongoing Evaluation Reporting

Describe how staff and School Site Council use data from the California Standards Tests (CSTs), the Academic Performance Index (API), and the Adequate Yearly Progress (AYP) index to evaluate schoolwide and subgroup academic achievement.

DataDirector and OARS are utilized to evaluate academic achievement and analyze data. Teachers review their own student data and compare the data to other members in their subject matter teams, using this information to set individual and group goals. Data analysis allows teachers to see which areas of emphasis need to be restructured and when re-teaching is necessary. Professional Learning Communities/Subject Matter Team meetings give teachers the opportunity to share teaching techniques and adjust lessons accordingly. Academic coaches work with department members and model lessons for teachers. The entire school staff reviews API and AYP indexes to focus on areas of greatest need. SSC is presented with the data and discusses/helps set school-wide goals.

Teachers review CST data to determine areas of strength and weakness. After reviewing the data, teachers determine what activities were successful and which were not successful from the previous school year. The teachers identify skills/concepts in need of focus for the upcoming school year, they set goals, and establish a plan of action to achieve their goals. Math and language arts teachers review 10th grade CAHSEE census results and results from the 9th grade practice Kaplan CAHSEE to identify strands that need emphasis. Teachers create pre-tests for these strands. They look at the results of the pre-tests and determine areas that need re-teaching. Teachers design lesson plans and instructional strategies to address the area of weakness. After re-teaching the strands, teachers administer a post-test.

Describe how staff and School Site Council will evaluate the effectiveness of your plan on an ongoing basis.

The school plan is a collaborative effort by staff and SSC. The plan will be reviewed on an ongoing basis. SMART goals will be assessed and the timeline for implementation will be monitored to verify whether goals are being met. Department chairs and academic coaches will assist administration in monitoring the individual department SMART goals. SSC will have ongoing reports from administrators, department chairs, and academic coaches. Test data will be reviewed to confirm whether the school plan is effective.

Describe how individual student assessment results will be shared with parents.

Individual student assessment results will be shared with parents through student Profile and Goals provided after the first quarter, first semester, and third quarter. These profiles include CST scores, CAHSEE results if applicable, credits earned toward graduation, grades, grade point averages, and attendance data. Counselors meet often with under-performing students and their parents.

Section 3: Smart Goals and Action Plans

English Language Arts					
SMART Goals and Action Plan for Improved Performance	Verification of SMART goals				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2013)				
	Schoolwide	Academic English Learners	Special Education	Other	Other
Grade level/course: 9th Grade English SMART Goal: To achieve a 15% improvement in proficiency rates equaling a total of 61.1% proficiency on the CSTs for the 2012/13 school year.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Grade level/course: 10th Grade English SMART Goal: To achieve a 15% improvement in proficiency rates equaling a total of 55.8% proficiency on the CSTs for the 2012/13 school year.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Grade level/course: 11th Grade English SMART Goal: To achieve a 15% improvement in proficiency rates equaling a total of 48.4% proficiency on the CSTs for the 2012/13 school year.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

English Language Arts

SMART Goals and Action Plan for Improved Performance	Verification of SMART goals				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2013)				
	Schoolwide	Academic English Learners	Special Education	Other	Other
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
How will progress during the year be monitored? A variety of methods including Classroom Walk-Throughs (CWT's), coaching observations, common site assessments, common CAHSEE assessments, and RUSD first semester assessments will be used to monitor our progress throughout the year. Faculty and administrators participating in CWT's will look for two-part objectives, explicit references to the objective throughout the lesson, checking for understanding, grade level standard alignment, and directly related instructional activities which use a variety of engagement strategies. Monitoring will also include the implementation of CAHSEE pre- and post-tests to focus on specific strands. After each CAHSEE pre-test that focuses on a specific strand, teachers will meet to discuss instructional strategies and create lessonplans that address any areas of need. Teachers will monitor student progress in subject matter team meetings and during discussions of common data. Coaches (ELA and ELD) will provide on-going assistance with writing objectives, implementing engagement strategies, integration of methods to Check for understanding, and utilizing lesson design elements which foster student engagement. They will also assist with ELD monitoring, CAHSEE prep, and research on topics specifically directed toward classroom instruction (such as additional lessons for re-teaching standards or addressing items/clusters identified as problematic on CST's and CAHSEE). Coaches will also provide direct assistance to students (CELDT testing, monitoring of student engagement, working with counselors and teachers on proper placement).					

Action Plan for English Language Arts

<p align="center">Actions to be Taken to Reach These Goals</p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center">Start and Completion Dates</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Sources</p>
<p>Introduction to Literature:</p> <p>All teachers will teach test-taking skills using strategies from the CAHSEE prep classes. These strategies include reading the questions first and scanning. Students will learn to evaluate "decode" test questions by practicing with CST released materials.</p> <p>To help students prepare for the CAHSEE, teachers will teach the Biographical Narrative/Narrative Essay which often appears on the CAHSEE. Teachers will use the CAHSEE rubric to assess writing.</p> <p>Teachers will use "chunking" as a reading strategy and students will be asked to summarize reading selections, a higher-level learning technique from Bloom's Taxonomy.</p>	<p>Aug. 2012-June 2013</p>	<p>Teacher Extra Duty Teacher Substitutes Supplies - non-technology Supplies - tech/software Technology Conferences Publications</p>	<p>\$100,000</p>	<p>EIA-SCE/LEP</p>
<p>Teachers will provide instruction and require that students preview texts by using the "Textwalk" technique. Students will learn to evaluate sample CST Language Convention and Writing Strategy Questions. Teachers will administer the Standards Plus Review test at the end of each unit and discuss results at regularly scheduled subject matter team meetings. Both OARS and DataDirector will be used to facilitate this process. Using the results, the team will adjust the pacing guide as necessary for re-teaching standards.</p>	<p>Aug. 2012-June 2013</p>	<p>Instructional Coach - ELA Instructional Coach - EL Teacher Extra Duty Teacher Substitutes Supplies - non-technology Equip. - Technology</p>	<p>\$140,000</p>	<p>EIA-SCE/LEP</p>
<p>All 9th and 10th grade teachers will teach 100 Words Every High School Freshman Should Know and other words from North's vocabulary program. Teaching strategies will include student-generated sentences, pictorial depictions of definitions, use of flashcards, and vocabulary games provided by the ELA coach.</p>	<p>Aug. 2012-June 2013</p>	<p>See above</p>	<p>See above</p>	<p>EIA-SCE/LEP</p>

Action Plan for English Language Arts

<p align="center">Actions to be Taken to Reach These Goals</p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center">Start and Completion Dates</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Sources</p>
<p>Honors Introduction to Literature teachers will work with AVID coordinators to increase their students' preparation, assignments, and achievement, as well as to monitor success and correct placement.</p>	<p>Aug. 2012-June 2013</p>	<p>See above</p>	<p>See above</p>	<p>EIA-SCE/LEP</p>
<p>All teachers will post grades frequently and use student portfolios to help students "take ownership" of their own learning.</p>	<p>Aug. 2012-June 2013</p>	<p>See above</p>	<p>See above</p>	<p>EIA-SCE/LEP</p>
<p>Teachers will work with the ELD coach and ELD counselor to monitor student progress and success in class. Teachers will scaffold instruction using CLAD strategies, including previewing vocabulary and accessing prior knowledge.</p>	<p>Aug. 2012-June 2013</p>	<p>See above</p>	<p>See above</p>	<p>EIA-SCE/LEP</p>
<p>Teachers will identify the essential standards that appear on the CST and CAHSEE.</p> <p>Teachers will create lessons that focus on the essential standards.</p> <p>Teachers and the ELA coach will create and print pre and post-tests and answer documents to address specific CAHSEE strands.</p> <p>Teachers will pre- and post-tests. Following all pre-tests, teachers will meet to discuss instructional strategies and to create lesson plans that address areas of need.</p>	<p>Aug. 2012-June 2013</p>	<p>Instructional Coach - ELA</p> <p>Teacher Extra Duty</p> <p>Teacher Substitutes</p> <p>Supplies - non-technology</p> <p>Supplies - tech/software</p> <p>Technology</p> <p>Conferences</p> <p>Publications</p>	<p>\$180,000</p>	<p>EIA-SCE/LEP</p>

Action Plan for English Language Arts

<p align="center">Actions to be Taken to Reach These Goals</p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center">Start and Completion Dates</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Sources</p>
<p>Teachers will utilize the ELA and ELD coaches, the ELD counselor, and the SFS teacher and special education aides to assist with remediation in a timely fashion.</p> <p>Teachers will monitor students' progress monthly to check for improvement. Teachers will use graphic organizers to scaffold learning.</p> <p>Teachers will apply CLAD techniques and instructional strategies shared by ELA and ELD coaches.</p> <p>Teachers will differentiate instruction by previewing vocabulary and accessing prior knowledge as well as providing more time for students when writing and testing.</p>	<p>Aug. 2012-June 2013</p>	<p>Instructional Coach - ELA</p> <p>Instructional Coach - EL</p> <p>Supplies - non-technology</p> <p>Supplies - tech/software</p> <p>Equipment - technology</p>	<p>\$100,000</p>	<p>EIA-SCE/LEP</p>
<p>9th and 10th grade teachers will teach 100 Words Every High School Freshman Should Know and other words from North's vocabulary program. Teaching strategies will include student-generated sentences, pictorial depictions of definitions, use of flashcards, and vocabulary games provided by the ELA coach.</p> <p>Teachers will use graphic organizers to assist all learners and address all learning modalities.</p> <p>Teachers will use packets of CAHSEE materials compiled from multiple sources.</p>	<p>Aug. 2012-June 2013</p>	<p>See above</p>	<p>See above</p>	<p>EIA-SCE/LEP</p>
<p>Teachers will require students to use independent reading logs.</p> <p>Teachers will focus on teaching students to apply literary terms and synthesize information.</p>	<p>Aug. 2012-June 2013</p>	<p>See above</p>	<p>See above</p>	<p>EIA-SCE/LEP</p>
<p>Teachers will use CAHSEE writing prompts as a common assessment.</p>	<p>Aug. 2012-June 2013</p>	<p>See above</p>	<p>See above</p>	<p>EIA-SCE/LEP</p>
<p>Teachers will emphasize mastery of literary terms to assist literary response and analysis. Teachers will emphasize test-taking strategies, including decoding questions and scanning for answers.</p>	<p>Aug. 2012-June 2013</p>	<p>See above</p>	<p>See above</p>	<p>EIA-SCE/LEP</p>

Action Plan for English Language Arts

Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	Start and Completion Dates	Proposed Expenditures	Estimated Cost	Funding Sources
Teachers will administer the Standards Review test at the end of each unit, submit data to the ELA coach to enter into Data Director, and discuss results at regularly scheduled Subject Matter Team meetings. Results will be used to adjust the pacing guide as necessary for re-teaching standards.	Aug. 2012-June 2013	See above	See above	EIA-SCE/LEP
Teachers will work with ELD coach to monitor student progress and success in class. CLAD strategies, including previewing vocabulary and accessing prior knowledge, will be used to scaffold instruction.	Aug. 2012-June 2013	See above	See above	EIA-SCE/LEP
Teachers will add more in-depth analysis assignments and questions in discussion. Students will review composition strategies and application of a rubric.	Aug. 2012-June 2013	See above	See above	EIA-SCE/LEP
Interventions specifically for underperforming students:				

Academic English Language Learners

SMART Goals and Action Plan for Improved Performance	Verification
<p align="center">SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)</p>	<p align="center">Date: (To be completed in the Fall of 2013)</p>
<p>AMAO 1 (increase % of AELs making annual progress in learning English as measured by the CELDT) 2012-13 Target = 57.5%</p> <p>SMART Goal: By the end of June 2013, 57.5% of North's English Learners will meet AMAO 1 by increasing one language level on the CELDT.</p>	<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>
<p>AMAO 2 (increase % of AELs attaining English proficiency on the CELDT)</p> <p><u>Less than 5 Years of AEL Instruction:</u> 2012-13 Target = 21.4%</p> <p><u>More than 5 Years of AEL Instruction:</u> 2012-13 Target = 47%</p> <p>SMART Goal: By the end of June 2013, 21.4% of North's English Learners who have received less than five years of EL instruction will meet AMAO 2 by scoring proficient or above on the CELDT.</p> <p>By the end of June 2013, 47% of North's English Learners who have received more than five years of EL instruction will meet AMAO 2 by scoring proficient or above on the CELDT.</p>	<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>
<p>AMAO 3 (increase % of AELs meeting AYP requirements for EL subgroup) 2012-13 District Target = ELA 78.0% and Math 78.2%</p> <p>SMART Goal: By the end of June 2013, 10th grade English Learners will meet the AYP goals for AMAO 3. To meet its AYP and AMAO 3 goal, North's 10th grade English Learners will have a participation rate of 95% or higher on the CAHSEE; the percentage of English Learners scoring proficient or better in English-Language Arts on the CAHSEE will reach a minimum of 78%; and the percentage of English Learners scoring proficient or better in mathematics on the CAHSEE will reach a minimum of 78.2%.</p>	<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>

Academic English Language Learners

<p>Long Term Academic English Learners-5+ years in AEL program (increase % of LTELs meeting reclassification criteria)</p> <p>SMART Goal: By the end of June 2013, the percentage of Long-Term English Learners meeting reclassification criteria will increase by 3%.</p>	<p>[] Met</p> <p>[] Not Met</p>
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<p>Reclassified Fluent English Proficient -R-FEP (maintain or increase % of R-FEPs proficient on CST)</p> <p>SMART Goal: By June 2013, the percent of R-FEP students scoring proficient on the CST in English-Language Arts will increase by 3%.</p>	<p>[] Met</p> <p>[] Not Met</p>
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How will progress during the year be monitored?
 The ELD coach will conduct planning conferences with SDAIE teachers prior to visiting SDAIE classes and conduct conferences following class visits. The conferences will focus on effective instructional strategies for increasing learner engagement and incorporating academic language practice in all SDAIE content classes. As well, the conferences will focus on teaching reading and writing skills in SDAIE language arts classes. The administration and academic coaches will conduct classroom walk-throughs in SDAIE classes, collect data, and create reflective questions for SDAIE teachers to review. The ELD coach will train all Language Arts teachers in implementing the "Protocol for Ongoing Monitoring of English Learners." Teachers will then meet individually with each long-term English Learner twice during the year to review the student's standing regarding reclassification benchmarks. The English Learner counselor will schedule meetings to review academic records with students and parents.

Action Plan for Academic English Language Learners

<p align="center">Actions to be Taken to Reach These Goals</p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center">Start and Completion Dates</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Sources</p>
<p>To prepare English Learners for the California High School Exit Exam (CAHSEE), the administration will present information to ELAC on the importance of the CAHSEE. As well, the school will conducted Saturday and/or after school workshop classes for a focused group of English Learners. The intent of the workshop classes is to provide students with the skills necessary to pass the CAHSEE and to score proficient on the CAHSEE. The staff will provide a meeting and dinner to inform parents of the CAHSEE intervention classes, and will present awards for attendance. During the Saturday and/or after school intervention classes, the students will receive breakfast, lunch, snacks, and awards for attendance and accomplishments.</p>	<p>Aug. 2012-June 2013</p>	<p>Teacher Extra Duty Supplies - non-technology (EIA-SCE)</p>	<p>\$32,000</p>	<p>EIA-SCE</p>
<p>The English Learner academic coach will review effective instructional strategies for increasing learner engagement and incorporating academic language practice in all SDAIE content classes. The English Learner academic coach will provide training for SDAIE teachers to focus on reading and writing skills in SDAIE language arts classes.</p>	<p>Aug. 2012-June 2013</p>	<p>Instructional Coach - EL Teacher Extra Duty Supplies - non-technology Supplies - tech/software</p>	<p>\$150,000</p>	<p>EIA-SCE/LEP</p>
<p>The community assistants will make phone calls home for teachers, translate information for parents, and provide a connection to the English Learner community to gather information about students' needs and parental concerns.</p>	<p>Aug. 2012-June 2013</p>	<p>Community Assistants</p>	<p>\$65,000</p>	<p>EIA-SCE/LEP</p>

Action Plan for Academic English Language Learners

<p align="center">Actions to be Taken to Reach These Goals</p> <ul style="list-style-type: none"> ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions 	<p align="center">Start and Completion Dates</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Sources</p>
<p>The ELD and regular ed teachers will work with students to develop the skills needed to transition to regular education classes.</p>	<p>Aug. 2012-June 2013</p>	<p>Equipment - Technology</p> <p>Supplies - non-technology (EIA-SCE)</p> <p>Supplies - non-technology (EIA-LEP)</p>	<p>\$200,000</p>	<p>EIA-SCE/LEP</p>
<p>The school will provide after school tutoring for English Learners. The tutoring will support English Learners who are struggling in their academic core classes.</p>	<p>Aug. 2012-June 2013</p>	<p>Supplies - non-technology (EIA-SCE)</p> <p>Supplies - non-technology (EIA-LEP)</p> <p>Tutors (EIA-SCE)</p> <p>Tutors (EIA-LEP)</p>	<p>\$35,000</p>	<p>EIA-SCE/LEP</p>
<p>The school will provide information and incentives to parents who attend the English Learner Advisory Committee (ELAC) meetings and the Parent Institute for Quality Education (PIQE).</p>	<p>Aug. 2012-June 2013</p>	<p>Supplies - non-technology (EIA-SCE)</p> <p>Supplies - non-technology (EIA-LEP)</p> <p>Consultants, Indep. Contractors</p>	<p>\$20,000</p>	<p>EIA-SCE/LEP</p>

Interventions specifically for underperforming students:

Mathematics					
SMART Goals and Action Plan for Improved Performance	Verification of SMART goals				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2013)				
	Schoolwide	Academic English Learners	Special Education	Other	Other
Grade level/course: Algebra I SMART Goal: To achieve a 15% improvement in proficiency rates equaling a total of 10.2% proficiency on the CSTs for the 2012/13 school year.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Grade level/course: Geometry SMART Goal: To achieve a 15% improvement in proficiency rates equaling a total of 14.8% proficiency on the CSTs for the 2012/13 school year.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Grade level/course: Algebra II SMART Goal: To achieve a 15% improvement in proficiency rates equaling a total of 29.5% proficiency on the CSTs for the 2012/13 school year.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: Summative Math SMART Goal: To achieve a 15% improvement in proficiency rates equaling a total of 56.4% proficiency on the CSTs for the 2012/13 school year.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Mathematics					
SMART Goals and Action Plan for Improved Performance			Verification of SMART goals		
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2013)				
	Schoolwide	Academic English Learners	Special Education	Other	Other
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
How will progress during the year be monitored?					

Action Plan for Mathematics

<p align="center">Actions to be Taken to Reach These Goals</p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center">Start and Completion Dates</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Sources</p>
<p>The Algebra I Subject Matter Team will adjust their second semester pacing guide to cover more quadratics and rational expressions.</p> <p>They will create more CST-like multiple choice questions.</p> <p>They will share instructional strategies during subject matter release time.</p> <p>They will focus on engagement strategies in classes.</p> <p>They will utilize tutors in their classes.</p>	<p>Aug. 2012 - June 2013</p>	<p>Release time</p>	<p>\$0</p>	
<p>The Geometry Subject Matter Team will keep up with the pacing guide in order to cover all necessary material.</p> <p>They will teach constructions before the CST.</p> <p>They will review for the CST before the test.</p> <p>They will teach circles (ch. 11) before the CST.</p>	<p>Aug. 2012 - May 2013</p>			
<p>The Algebra II Subject Matter Team will expose students to higher level questions in warm-ups and test questions throughout the year.</p> <p>They will also use spiral review.</p>	<p>Aug. 2012 - June 2013</p>			
<p>The Honors Algebra II Subject Matter Team will share more engagement strategies, work on test taking skills and teach students to take their time and check their work.</p>				
<p>Members of the math department would like to attend the CMC in order to improve their teaching and gain knowledge about new strategies to help students be successful.</p>	<p>Aug. 2012-June 2013</p>	<p>Conference Fees</p>	<p>\$5,000</p>	<p>EIA-SCE</p>

Action Plan for Mathematics

Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	Start and Completion Dates	Proposed Expenditures	Estimated Cost	Funding Sources
Members of the math department would like release time in order to collaborate and work on common pacing guides, assessments and assignments.	Aug. 2012 - June 2013	Release time	\$1,000.00	EIA-SCE
Interventions specifically for underperforming students:				

Other: Social Science

SMART Goals and Action Plan for Improved Performance	Verification of SMART goals				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2013)				
	Schoolwide	Academic English Learners	Special Education	Other	Other
Grade level/course: World History SMART Goal: To achieve a 15% improvement in proficiency rates equaling a total of 53.3% proficiency on the CSTs for the 2012/13 school year.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Grade level/course: US History SMART Goal: To achieve a 15% improvement in proficiency rates equaling a total of 52.8% proficiency on the CSTs for the 2012/13 school year.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Other: Social Science

SMART Goals and Action Plan for Improved Performance

Verification of SMART goals

SMART Goals
(Specific, Measurable, Achievable, Results Oriented, Time Bound)

Date:
(To be completed in the Fall of 2013)

Schoolwide	Academic English Learners	Special Education	Other	Other
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How will progress during the year be monitored?

- Teachers will follow district pacing guides and make adjustments to the curriculum as necessary to meet students' needs.
- Teachers will administer District Quarterly assessments measuring student mastery of content standards.
- Teachers will analyze test data from district assessments, site assessments, and CST's to assess student progress.
- Teachers will provide test prep materials leading up to the CST Exam in all 11th grade social studies classes.
- Teachers will provide incentives for students who improve their performance on the CST.
- To assist the language arts department, world history teachers will provide 10th grade students supplemental test prep for the CAHSEE.
- Teachers will proctor exams monthly, keep in-class notebooks, proctor spot quizzes, and use regular essay writing to assess students' mastery of subject matter.
- Teachers will incorporate pacing guides provided by the college board, district, and site.
- The teachers will create study guides for PowerPoint presentation.
- Teachers will continue to develop peer tutoring opportunities with AVID, and provide other support opportunities for students.

Action Plan for Social Science

<p align="center">Actions to be Taken to Reach These Goals</p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center">Start and Completion Dates</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Sources</p>
<p>Teachers will follow department pacing guides (making adjustments to the curriculum as necessary) and administer quarterly assessments.</p>	<p>Aug. 2012- June2013</p>	<p>Teacher Extra Duty Supplies - non-technology Supplies - tech/software Equipment - technology</p>	<p>\$180,000</p>	<p>EIA-SCE/LEP</p>
<p>After each assessment, subject matter teams will review results, discuss instructional strategies, and modify instructional practices.</p>	<p>Aug. 2012- June2013</p>	<p>See above</p>	<p>See above</p>	<p>EIA-SCE/LEP</p>
<p>Teachers will incorporate Bloom's Taxonomy in developing and implementing high yield teaching strategies, including interactive note taking, Socratic Seminars, and jigsaw activities.</p>	<p>Aug. 2012- June2013</p>	<p>See above</p>	<p>See above</p>	<p>EIA-SCE/LEP</p>
<p>Teachers will incorporate the use of technology (Promethean Boards,PowerPoints, video/audio presentations, and Data Director) to enhance lessons and increase learner engagement.</p>	<p>Aug. 2012- June2013</p>	<p>See above</p>	<p>See above</p>	<p>EIA-SCE/LEP</p>
<p>Teachers will attend training seminars, workshops, and meet with academic coaches to enhance instructional strategies or knowledge of curriculum (AVID training, CTEL training, TAH Lecture series, and professional learning opportunities at the school site, district, and special programs).</p>	<p>Aug. 2012- June2013</p>	<p>See above</p>	<p>See above</p>	<p>EIA-SCE/LEP</p>
<p>Teachers/students will review CST data from previous year to assess academic needs.</p>	<p>Aug. 2012- June2013</p>	<p>See above</p>	<p>See above</p>	<p>EIA-SCE/LEP</p>
<p>Teachers will monitor/mentor/evaluate the progress of target groups (EL and Special Ed.) to ensure academic success.</p>	<p>Aug. 2012- June2013</p>	<p>See above</p>	<p>See above</p>	<p>EIA-SCE/LEP</p>
<p>Teachers will use supplements to textbook (reading guides, CST workbooks) to enhance student success.</p>	<p>Aug. 2012- June2013</p>	<p>See above</p>	<p>See above</p>	<p>EIA-SCE/LEP</p>

Action Plan for Social Science

<p align="center">Actions to be Taken to Reach These Goals</p> <ul style="list-style-type: none"> ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions 	<p align="center">Start and Completion Dates</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Sources</p>
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Interventions specifically for underperforming students:
 Classroom interventions will include peer tutoring, collaborative learning activities, pair/share activities, extended time to complete assignments, tutoring opportunities by teachers and after school programs, re-teaching activities to help students master content standards, and prompt test feedback.

Teachers will use student profiles to review and assess student academic needs. Teachers will monitor student performance throughout the year to enhance students' success. Teachers will identify and mentor under performing students and focus on enhancing study skills, academic comprehension (including vocabulary building), and test taking strategies.

Other: Science
 Not Applicable

SMART Goals and Action Plan for Improved Performance	Verification of SMART goals				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2013)				
	Schoolwide	Academic English Learners	Special Education	Other	Other
Grade level/course: Earth Science SMART Goal: To achieve a 15% improvement in proficiency rates equaling a total of 43.1% proficiency on the CSTs for the 2012/13 school year.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Grade level/course: Biology SMART Goal: To achieve a 15% improvement in proficiency rates equaling a total of 53.1% proficiency on the CSTs for the 2012/13 school year.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Grade level/course: Chemistry SMART Goal: To achieve a 15% improvement in proficiency rates equaling a total of 26.5% proficiency on the CSTs for the 2012/13 school year.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: Physics SMART Goal: As this is a baseline year for Physics, the goal will be to achieve 91% proficiency on the CSTs.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Other: Science
 Not Applicable

SMART Goals and Action Plan for Improved Performance	Verification of SMART goals				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2013)				
	Schoolwide	Academic English Learners	Special Education	Other	Other
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
How will progress during the year be monitored? The department members will use departmental common assessments, OARS assessments, class assessments, grade reports, and re-teaching when necessary.					

Action Plan for Science
 Not Applicable

Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	Start and Completion Dates	Proposed Expenditures	Estimated Cost	Funding Sources
Teachers will require students to keep notebooks to assist with organization and preparation for tests/quizzes.	Aug. 2012-June 2013	Teacher Extra Duty Supplies - non-technology Supplies - tech/software Publications	\$180,000	EIA-SCE/LEP
Teachers will draw diagrams, use pictures, and build models to increase visual learning.	Aug. 2012-June 2013	See above	See above	EIA-SCE/LEP
Teachers will emphasize note-taking strategies to help support academic success.	Aug. 2012-June 2013	See above	See above	EIA-SCE/LEP
Teachers will use cooperative learning in laboratory activities to peer problem solve.	Aug. 2012-June 2013	See above	See above	EIA-SCE/LEP
The department members will work with the EL coordinator and academic coach to develop additional strategies for vocabulary teaching.	Aug. 2012-June 2013	See above	See above	EIA-SCE/LEP
<p>Interventions specifically for underperforming students: Teachers will meet with counselors, make phone calls home, require that students attend tutoring, send home grade reports signed by parents, and re-teach when needed to meet students' needs.</p> <p>The department members will use the community liaison more frequently for phone calls home regarding behavior and grades. Extra credit will be offered for students who attend lunch time and/or after school tutoring.</p> <p>Teachers will work closely with the math department to help prepare sophomore students enrolled in science classes to succeed on the CAHSEE exam by reviewing math skills needed.</p>				

Other:
 Not Applicable

SMART Goals and Action Plan for Improved Performance	Verification of SMART goals				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2013)				
	Schoolwide	Academic English Learners	Special Education	Other	Other
Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: SMART Goal:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
How will progress during the year be monitored?					

**Action Plan for
[X] Not Applicable**

Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	Start and Completion Dates	Proposed Expenditures	Estimated Cost	Funding Sources
--	-----------------------------------	------------------------------	-----------------------	------------------------

Interventions specifically for underperforming students:

Section 4: Governance and Administration

Recommendations and Assurances

The School Site Council recommends this Single Plan for Student Achievement and proposed expenditures to the RUSD 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 school plan (*check those that apply*):
 - Title I Advisory/ State Compensatory Education Advisory (SCE) Group
 - English Learner Advisory Committee (ELAC)
 - Gifted and Talented Education Program (GATE) Advisory Committee
 - Other (list):
Department Chairs
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 requirement have been met, including those found in the 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, including budgets, was approved via quorum by the School Site Council at a public meeting.

Signatures: ** Print and keep a copy of the entire School Plan including these original signatures on file at your school site.

Typed Name	Signature	Date
Trevor Painton, Principal	*	
Matthew Studer, SSC Chairperson	*	

Members of the School Site Council

- At elementary schools, the SSC 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, the SSC must be constituted of ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members and students. Classroom teachers must comprise a majority of persons represented under section (a).
- ALL SSC members must be selected by their peer group.
- Education Code Section 64001(g) requires that the Single Plan for Students Achievement 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Trevor Painton	[X]	[]	[]	[]	[]
Kathy Barth	[]	[]	[]	[X]	[]
Gina Drake	[]	[X]	[]	[X]	[]
Yvonne Morgan	[]	[]	[]	[X]	[]
Mary Nashed	[]	[]	[]	[X]	[]
Alexander Gamez	[]	[]	[]	[]	[X]
Adan Chavez	[]	[]	[]	[]	[X]
Phylcia Samuel	[]	[]	[]	[]	[X]
Matthew Studer	[]	[]	[]	[]	[X]
Ann Camacho	[]	[X]	[]	[]	[]
Arlene Golds	[]	[X]	[]	[]	[]
Hanna Geiger	[]	[X]	[]	[]	[]
Mario Mendoza	[]	[X]	[]	[]	[]
Nicole Roberts	[]	[X]	[]	[]	[]
Rolando Flores	[]	[]	[X]	[]	[]
Jaemy Zavala	[]	[]	[X]	[]	[]
Number of members of each category:	1	6	2	4	4

SSC Approval of School Plan and Budgets

**** Insert Agenda & Minutes from the SSC Meeting(s) Approving the Single Plan for Student Achievement ****

Agenda:

John W. North High School
School Site Council
Room 156
Thursday, September 20, 2012 5:00 p.m.

AGENDA

1. CALL MEETING TO ORDER/INTRODUCTIONS.....Mr. Painton

2. ORAL COMMUNICATIONS
Opportunity for the public to address council.

3. ACTION AGENDA ITEMS

- A.** Approval of Minutes, May 15, 2012 Mr. Painton
- B.** Approval of 2012-13 Categorical Budgets Mr. Painton

4. REPORTS

- A.** Test Results
- B.** Single Plan/Categorical Budgets
- C.** Campus Visitations
- D.** Community Events
- E.** Athletics

5. COMMENTS/QUESTIONS

6. FUTURE AGENDA ITEM

7. ADJOURNMENT

John W. North High School

School Site Council
Room 156
Thursday, November 15, 2012 5:00 p.m.

AGENDA

1. CALL MEETING TO ORDER/INTRODUCTIONS..... Matthew Studer

2. ORAL COMMUNICATIONS
Opportunity for the public to address council.

3. ACTION AGENDA ITEMS

A. Approval of Minutes - Sept 20, 2012 and Oct 18, 2012..... Matthew Studer

B. Approval of the SPSA (Single Plan for Student Achievement)..... Mrs. McGroarty

4. REPORTS

A. School Recognition

B. Coffee with the Principal

5. COMMENTS/QUESTIONS

6. FUTURE AGENDA ITEM

7. ADJOURNMENT

John W. North High School

School Site Council
Room 156
Thursday, February 21, 2013 5:00 p.m.

AGENDA

1. CALL MEETING TO ORDER/INTRODUCTIONS..... Matthew Studer

2. ORAL COMMUNICATIONS
Opportunity for the public to address council.

3. ACTION AGENDA ITEMS

- A. Approval of Minutes – January 17, 2013..... Matthew Studer
- B. Approval of 2012-2013 Budget Revisions..... Mrs. McGroarty

4. REPORTS

- A. School Recognition
- B. Athletics
- C. Community Events

5. COMMENTS/QUESTIONS

6. FUTURE AGENDA ITEM

7. ADJOURNMENT

Minutes:

John W. North High School

School Site Council
Room 156

Thursday, September 20, 2012 5:00 pm

Minutes

1. **IN ATTENDANCE:** Trevor Painton, Rolando Flores, Mary Nashed, Jaemy Zavala, Yvonne Morgan, Hannah Geiger, Arlene Golds, Matthew Studer, Adan Chavez, Nicole Roberts, Phylcia Samuel
 2. **CALL MEETING TO ORDER:**
 - Meeting called to order at 5:15 P.M.
 3. **ORAL COMMUNICATIONS:**
 - None at this time
 4. **ACTION AGENDA:**
 - Approval of minutes from May 15th, motioned for approval by Nicole Roberts, seconded by Rolando Flores.
 - Approval of Revised Budget for 2012-2013, motioned for approval by Arlene Golds, seconded by Mary Nashed
 - Approval of EIA-SCE Budget for 2012-2013, motioned for approval by Yvonne Morgan, seconded by Matthew Studer
 5. **REPORTS:**
 - Test Results
 - Increase in API score of 5 points
 - North had a very productive year
 - Campus Visits
 - ED Trust West visit, October 3
 - International Baccalaureate Middle Years program visit
 - AVID visit, February 21st
 - WASC visit accreditation
 6. **COMMENTS:**
 - New national tests will be given the 2014-2015 school year
 - The campus will become wireless by the end of October
 - Textbooks are downloadable by PDF
 - Back to school night is October 11th
 7. **FUTURE AGENDA ITEMS**
 - None at this time
- The meeting was adjourned at 5:54 P.M.

John W. North High School

Room 156
Thursday, November 15, 2012 5:00 pm

1. **IN ATTENDANCE:** Arlene Golds, Yvonne Morgan, Mary Nashed, Hannah Geiger, Rolando Flores, Matthew Studer, Mario Mendoza, Megan McGroarty, Alex Gamez, Kathy Barth, Nicole Roberts, Phylcia Samuel
2. **CALL MEETING TO ORDER:**
 - Meeting called to order at 5:02 P.M.
3. **ORAL COMMUNICATIONS:**
 - None at this time
1. **ACTION AGENDA:**
 - Approval of minutes from September 20th, motioned to approval by Yvonne Morgan, seconded by Arlene Golds
 - Approval of the Single Plan for Student Achievement, motioned to approval by Alex Gamez, seconded by Rolando Flores
5. **REPORTS**
 - National Signing Day
 - Three students signed letters of intent
 - North was recognized for exceeding the state average in mathematics
 - Thanksgiving break: Friday, November 16th is the last day of school, classes resume Monday, November 26th
 - Community Conversation for the RUSD district is being held Monday, November 26th
 - Coffee with the Principal: Gives the public an opportunity to address Mr. Painton
6. **COMMENTS/ QUESTIONS**
 - North has received great achievements in sports
 - Pep rally for Girls Tennis was a success
 - Band competition at Ramona tomorrow
7. **FUTURE AGENDA ITEMS**
 - Approval of minutes of October 18th
 - The meeting was adjourned at 5:50 p.m.

John W. North High School

School Site Council
Room 156

Thursday, February 21, 2013 5:15 pm

Minutes

1. **In Attendance:** Trevor Painton, Ann Camacho, Arlene Golds, Hanna Geiger, Rolando Flores, Jaemy Zavala, Kathy Barth, Yvonne Morgan, Mary Nashed, Matthew Studer, Megan McGroarty
2. **Call Meeting To Order:**
 - Meeting called to order at 5:15 P.M.
3. **Oral Communications:**
The Single Plan for Student Achievement

- None at this time

4. Action Agenda:

- Approval of (corrected) Minutes of January 17
- th, motioned to approval by Yvonne Morgan, seconded by Kathy Barth
- Approval of 2012-2013 Budget Revision (EIA-SCE, and EIA-LEP) , motioned to approval by Arlene Golds, seconded by Kathy Barth

5. Reports:

A. School Recognition

- National Merit Scholarship Finalists, Jonathan Gan, Jennifer Bu, Jennie Fan, and Yunhee Shin
- National Achievement Scholarship Tiana Usher
- National Hispanic Recognition Program, Anthony Islas, Jorge Robles, and Brandon Whitchurch
- Valedictorian, Jennifer Bu
- Salutatorians, Jennie Fan and Jonathan Gan
- Human Relations Essay Contest Winners, Tiana Usher and Amanda Valdez
- North did very well in the RUSD History Day
- North did well in the Science Fair
- Academic Decathlon won 4
- th place in Riverside County
- Mock Trial had a close debate with Santiago, they lost by ½ %
- North's AVID program is the 125
- th school out of 4,500 to become a National Demonstration School
- LAPS Academy received a \$ 5,000 donation from the Riverside Police Foundation
- Coach Bartee had his 600
- th win in basketball

B. Community Events

- WASC Repot is complete, the visit is March 24-27, some parents may attend
- February 22
- nd is Coffee with the Principal
- The Winter Choir Concert is February 28
- th at 7:00 P.M.
- Party at the Plaza is this Saturday, USL and other clubs will represent us
- Brick Campaign Paving a Legacy, \$ 50 per Brick
- CIF plat offs, Boy's Home, Girl's are Away

C. School Reports

- The Stadium has reached over the 50% mark
- North is in the process of choosing a new football coach
- A permanent Athletic Director will be chosen for next school year

6. Comments:

- Changes were made to the Senior Exhibition , project must be about an A-G requirement
- North's Red Cross is having their 4
- th relief concert on March 22
- nd from 3-5 P.M.
- The Red Cross will be coming to recognize North for all of its support

7. Future Agenda Items:

- None at this time

The meeting was adjourned at 6:02 P.M.

Programs / Grants

This single plan represents school participation in the following State and Federal Categorical Programs:

PROGRAMS	Allocation
<input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA/LEP)	\$
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA/SCE)	\$
<input type="checkbox"/> Tobacco-Use Prevention Education (TUPE)	\$
<input type="checkbox"/> State Preschool	\$
<input type="checkbox"/> Helping Elementary Achievers Reach The Stars (HEARTS)	\$
<input type="checkbox"/> Partners In Riverside Investing In Middle School Education (PRIME TIME)	\$
Federal:	
<input type="checkbox"/> Title I, Part A: Improving the Academic Achievement of the Disadvantaged	\$
<input type="checkbox"/> Title II, Part A, D: High Quality Teachers/Principals, Technology	\$
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited English Proficient students	\$
<input type="checkbox"/> Head Start (Title I, Part B: Preschool Program)	\$

Section 5: Budgets

Budget Planning Staff List For 2012-13

School: John W. North High School

[] Not Applicable (no categorical funds are being used for salaries)

Please list below the staff to be paid from Categorical Funds in 2012-13. **DO NOT** list additional hours or tutors. List the names and position titles. For Certificated staff, list the percentage to be charged in the appropriate funding column, and for Classified staff, list the hours to be worked in the appropriate funding column. Be sure to budget for all staff listed on your Tentative Budget Sheets.

Certificated Staff				
Name & Position	3010 Title	7090 EIA/SCE	7091 EIA/LEP	Other (list)
Wendy Crockett		20%	20%	
Christine Lorenzi		20%		
Arlene Golds		40%		
Marissa Padilla		20%		
Melanie Truitt		20%		
Classified Staff				
Name & Position	3010 Title	7090 EIA/SCE	7091 EIA/LEP	Other (list)
Elvia Romero		8 hours		
Gabriela Cisneros			8 hours	
Anna Lopez		3.5 hours		

EIA-LEP (7091) Budget for 2012-13

Budget Planning Pages

School: John W. North High School
Program: EIA-LEP (7091)

Total Allocation: 111,513
Carryover: \$28,008
Total: 139,521

Function	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Resource Teacher Salary	\$13,490	
2140	1900	Instructional Coaches Salary	\$	Crockett, R180 AEL Teacher (20%)
2700	1900	CPS Salary	\$	
1000	2100	Instructional Assistant (4 hrs/more)	\$	
1000	2110	Instr. Assist. (under 4hr./timecard)	\$	
2700	2400	Office Assistant	\$	
2495	2900	Community Assistant	\$25,078	Gabriela Cisneros 8 hrs. (100%)
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous	\$12,008	Timecard tutoring
1000	1130	Teacher Substitutes	\$10,000	Planning/Release time
2700	1920	CPS Extra Duty, Non-Teaching	\$10,271	Crockett-ELD Coach (20%)
2700	1940	CPS Group Leader Stipend	\$	
1000	2111	Classified Tutor Hours, Instruct.	\$3,000	Timecard tutoring
1000	2120	Instr. Assistant Peakload/Overtime	\$	
2700	2420	Clerical Peakload/Overtime	\$	
2490	2920	Other Class., Translation Function	\$	
2495	2920	Other Class., Child Care/Parent Inv	\$	
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)	\$25,375	Cisneros \$19,030 (2900), Crockett - \$3,786 (1100), \$1,419 (1920), \$448 (2111), \$693 (1130)
Other Discretionary Accounts				
	4200	Other Books	\$	
	4300	Supplies. Non-Technology	\$18,489	
	4310	Supplies, Technology/Software	\$	
	4400	Equip., Other, New, \$500-\$9,999	\$	

Function	Object	Description	Amount Budgeted	Notes
	4410	Equip., Technology \$500-\$9,999	\$2,000	Computers, printers, etc. as needed
	5210	Mileage	\$	
	5220	Conference Expenses	\$	
1036	5711	District Busses (Field Trips)	\$2,000	
	5715	District Service Requests (M&O)	\$	
	5725	District Publications	\$	
	5780	Nutrition Services	\$	
	5800	Other Contracts	\$	
	5815	Consultants, Indep. Contractors	\$10,000	PIQE
	5910	Postage	\$	
	5920	Telephones/Terminals	\$	
	5929	Cellular Phone Service	\$	
	6400	Equip, New \$10,000 & Up	\$	
		1. Other: Tutors	\$7,810	381 hours @ 10/hr with fixed charges included above
		2. Other:	\$	
		3. Other:	\$	
		Total:	\$139,521	

EIA-SCE (7090) Budget for 2012-13

[] Not Applicable

School: John W. North High School
Program: EIA-SCE (7090)

Total Allocation: 290,160
Carryover: \$115,063
Total: 405,223

Function	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Resource Teacher Salary	\$42,783	Intervention teachers: Crockett (.2), Padilla (.2), Truitt (.2) Tot. .6
2140	1900	Instructional Coaches Salary	\$11,759	Lorenzi (.2)
2700	1900	CPS Salary	\$	
1000	2100	Instructional Assistant (4 hrs/more)	\$	
1000	2110	Instr. Assist. (under 4hr./timecard)	\$	
2700	2400	Office Assistant	\$9,633	Ana Lopez 3.5 hrs. (43%)
2495	2900	Community Assistant	\$25,078	Elvia Romero 8 hrs. (100%)
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous	\$11,646	Saturday CAHSEE Academy Teacher Pay
1000	1130	Teacher Substitutes	\$8,000	Planning/Release time
2700	1920	CPS Extra Duty, Non-Teaching	\$11,888	Golds .2 Extended Day - WASC
2700	1940	CPS Group Leader Stipend	\$	
1000	2111	Classified Tutor Hours, Instruct.	\$	
1000	2120	Instr. Assistant Peakload/Overtime	\$	
2700	2420	Clerical Peakload/Overtime	\$	
2490	2920	Other Class., Translation Function	\$1,500	
2495	2920	Other Class., Child Care/Parent Inv	\$1,000	
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)	\$41,513	Crockett (.2), Padilla (.2), Lorenzi (.2), Truitt (.2), Romero (1.0), Lopez (3.5 hrs.), Golds (Ext. Day)
Other Discretionary Accounts				
	4200	Other Books	\$	
	4300	Supplies. Non-Technology	\$87,423	
	4310	Supplies, Technology/Software	\$100,000	Intervention Software/Licenses, teacher mini-grants
	4400	Equip., Other, New, \$500-\$9,999	\$	

Function	Object	Description	Amount Budgeted	Notes
	4410	Equip., Technology \$500-\$9,999	\$35,000	Computers, printers, etc. as needed
	5210	Mileage	\$	
	5220	Conference Expenses	\$	
1036	5711	District Busses (Field Trips)	\$	
	5715	District Service Requests (M&O)	\$	
	5725	District Publications	\$15,000	Calendar, Senior Exhibition, Planners
	5780	Nutrition Services	\$	
	5800	Other Contracts	\$	
	5815	Consultants, Indep. Contractors	\$	
	5910	Postage	\$1,000	
	5920	Telephones/Terminals	\$	
	5929	Cellular Phone Service	\$	
	6400	Equip, New \$10,000 & Up	\$	
		1. Other: Food	\$2,000	Sat. CAHSEE Academy Lunches
		2. Other:	\$	
		3. Other:	\$	
		Total:	\$405,223	

Centralized Services

No funds are being reserved at the District level for Centralized Services from this school's categorical program allocations.

Appendix A: School and Student Performance Data

California Standardized Testing (CST) Results

All Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 9	56	55	53	30	29	31	10	11	11	5	5	4
Grade 10	39	43	49	35	38	30	14	14	15	12	5	6
Grade 11	47	43	42	27	33	38	18	14	13	8	9	7

All Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 9*	14	8	7	40	31	14	30	37	52	16	25	27
Grade 10**	62	72	68	30	21	26	6	7	6	2	0	0
Grade 11**	37	35	39	30	32	33	31	26	23	1	7	4

* CST General Mathematics (Grades 6 & 7 Standards)

** CST Summative High School Mathematics (Grades 9-11)

Appendix A School and Student Performance Data

California Standardized Testing (CST) Results

African American Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 9	60	63	53	358.2	371.3	359.9
Grade 10	33	45	53	330.6	346.9	351.3
Grade 11	42	41	40	335.3	345.1	343.9

African American Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 9*	11	11	9	308.9	281.6	271.5
Grade 10**	*	*	*	*	*	*
Grade 11**	23	25	18	308.8	321.1	303.1

* CST General Mathematics (Grades 6 & 7 Standards)

** CST Summative High School Mathematics (Grades 9-11)

Appendix A School and Student Performance Data

California Standardized Testing (CST) Results

Asian Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 9	71	91	86	392.8	434.2	429.4
Grade 10	74	63	82	389.4	376.0	417.2
Grade 11	80	77	64	404.9	399.5	384.6

Asian Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 9*		*			*	
Grade 10**	67	67	78	412.3	396.1	409.0
Grade 11**	48	68	72	377.2	384.1	404.6

* CST General Mathematics (Grades 6 & 7 Standards)

** CST Summative High School Mathematics (Grades 9-11)

Appendix A School and Student Performance Data

California Standardized Testing (CST) Results

Hispanic/Latino Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 9	48	46	46	345.0	345.8	345.6
Grade 10	32	31	40	324.4	332.9	337.1
Grade 11	39	33	33	328.7	328.9	329.7

Hispanic/Latino Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 9*	17	8	4	310.4	289.2	276.1
Grade 10**	61	59	58	354.7	363.1	370.2
Grade 11**	28	22	23	316.7	309.9	315.4

* CST General Mathematics (Grades 6 & 7 Standards)

** CST Summative High School Mathematics (Grades 9-11)

Appendix A School and Student Performance Data

California Standardized Testing (CST) Results

White Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 9	74	77	73	386.3	401.8	383.1
Grade 10	58	67	72	370.4	375.7	384.5
Grade 11	67	67	65	371.1	377.2	374.5

White Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 9*	6	9	*	283.1	284.2	*
Grade 10**	61	83	78	376.8	400.7	393.4
Grade 11**	50	47	53	350.9	357.5	369.5

* CST General Mathematics (Grades 6 & 7 Standards)

** CST Summative High School Mathematics (Grades 9-11)

Appendix A School and Student Performance Data

California Standardized Testing (CST) Results

English Learner Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 9	10	6	4	301.4	299.8	293.7
Grade 10	3	4	4	280.4	294.7	288.5
Grade 11	2	3	0	275.5	278.8	274.0

English Learner Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 9*	8	5	0	298.1	287.2	265.7
Grade 10**		*	*		*	*
Grade 11**	*	*	*	*	*	*

* CST General Mathematics (Grades 6 & 7 Standards)

** CST Summative High School Mathematics (Grades 9-11)

Appendix A School and Student Performance Data

California Standardized Testing (CST) Results

Socio-Economically Disadvantaged Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 9	47	46	46	345.3	347.0	345.5
Grade 10	30	32	39	324.9	333.7	335.1
Grade 11	38	33	33	328.7	329.7	332.4

Socio-Economically Disadvantaged Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 9*	14	6	5	307.9	284.1	278.0
Grade 10**	63	57	57	376.6	363.3	364.8
Grade 11**	30	28	29	321.4	319.6	325.9

* CST General Mathematics (Grades 6 & 7 Standards)

** CST Summative High School Mathematics (Grades 9-11)

Appendix A School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	1740	1,788	1,768	294	278	232	242	250	214	87	83	85
Growth API	733	749	752	822	833	834	722	741	740		897	916
Base API	716	735	745	817	822	830	694	725	740		876	898
Target	5	5	5	A	A	A	5	5	5			
Growth	17	14	7	5	11	4	28	16	0			
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No			

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	1044	1,114	1,164	483	511	520	1196	1,263	1,294	165	168	158
Growth API	693	713	720	632	643	648	698	710	716	470	482	507
Base API	673	695	709	611	634	639	674	700	706	475	476	479
Target	6	5	5	9	8	8	6	5	5	16	16	16
Growth	20	18	11	21	9	9	24	10	10	-5	6	28
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes

Appendix A School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	98	98	100	98	97	100	100	99	99	92	97	100
Number At or Above Proficient	275	322	349	77	84	79	37	45	49	18	20	28
Percent At or Above Proficient	48.2	53.8	55.6	68.8	78.5	61.2	41.6	54.9	65.3	90.0	76.9	90.3
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	Yes	No	Yes	Yes	No	No	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	98	99	99	98	100	99	98	100	96	87	99
Number At or Above Proficient	139	164	184	36	41	49	148	179	215	6	6	13
Percent At or Above Proficient	41.0	44.4	48.8	24.0	24.4	26.1	38.5	42.5	46.0	9.5	14.0	24.1
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	Yes	Yes	No	No	No	No	Yes	Yes	--	--	--

Appendix A School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	98	100	99	98	100	99	99	100	100	97	100
Number At or Above Proficient	314	364	426	84	84	93	40	44	49	22	21	30
Percent At or Above Proficient	54.5	61.0	67.7	73.7	77.8	72.1	45.5	53.7	65.3	100.0	80.8	96.8
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	No	Yes	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	98	100	99	98	100	100	98	100	99	87	99
Number At or Above Proficient	160	203	244	52	70	85	177	226	287	9	3	15
Percent At or Above Proficient	46.8	55.3	64.6	34.4	41.7	45.0	45.7	53.9	61.3	13.8	7.0	27.8
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes	--	--	--

Appendix A School and Student Performance Data

Title III Accountability Data for John W. North High School

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	364	359	330
Percent with Prior Year Data	10	100.0	99.4%
Number in Cohort	364	359	328
Number Met	186	178	164
Percent Met	51.1	49.6	50.0%
NCLB Target	53.1	54.6	56.0
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	50	324	81	284	39	298
Number Met	14	138	27	110	12	120
Percent Met	28	42.6	33.3	38.7	30.8%	40.3%
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	Yes	Yes	Yes	No	*	No

Title III Accountability Data (District)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	7,602	7,038	6,563
Percent with Prior Year Data	100	99.9	99.7
Number in Cohort	7,586	7,033	6,545
Number Met	4,291	3,958	3,944
Percent Met	57	56.3	60.3
NCLB Target	53.1	54.6	56.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	5,501	3,233	5,051	2,969	4,662	2,894
Number Met	1,216	1,650	1,267	1,323	1,100	1,431
Percent Met	22.1	51	25.1	44.6	23.6	49.4
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Appendix A School and Student Performance Data

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	4	4	36	36	39	39	16	16	4	4	99
10	2	2	37	38	42	43	6	6	10	10	97
11	5	7	28	40	31	44	5	7	1	1	70
12	7	11	27	42	18	28	8	13	4	6	64
Total	18	5	128	39	130	39	35	11	19	6	330

Appendix B: Chart of Requirements for the Single Plan for Student Achievement

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
I. Involvement		
Involve parents and community in planning and implementing the school plan	<i>EC 52055.625(b)(1)(C), (2)(C), (e)</i> <i>EC 52055.620(a)(4)</i> <i>EC 52054</i> <i>EC 35294.1(b)(2)(C)</i> <i>5CCR 3932</i> <i>20 USC 7115(a)(1)(E)</i> <i>20 USC 6316(b)(3)</i> <i>20 USC 6315(c)(1)(G)</i> <i>20 USC 6314(b)(1), (2)(A)</i>	Ongoing Evaluation Reporting
Advisory committee review & recommendations	<i>EC 64001(a)</i> <i>EC 52055.620(b)(1)</i>	Governance and Administration
Written notice of PI status	<i>20 USC 6316(b)(3)</i>	Appendix D-NCLB Program Improvement School Requirements
II. Governance and Administration		
Single, comprehensive plan	<i>EC 64001(a), (d)</i> <i>EC 52853</i> <i>EC 41572</i> <i>EC 41507</i> <i>EC 35294.1(a)</i> <i>20 USC 7114(d)(2)</i> <i>20 USC 6315(c)(1)(B)</i> <i>20 USC 6314(b)(2)(A)</i>	Governance and Administration
School site council (SSC) constituted per former <i>EC 52012</i>	<i>EC 64001(g)</i>	Governance and Administration
SSC developed plan and expenditures	<i>EC 64001(a)</i> <i>EC 41572</i> <i>EC 41507</i> <i>EC 35294.1(b)(1)</i>	Ongoing Evaluation Reporting Governance and Administration Budget

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
SSC annually updates the plan	<i>EC 64001(g)</i> <i>EC 35294.2(e)</i>	Site Information Page Ongoing Evaluation Reporting Governance and Administration
Governing board approves SPSA	<i>EC 64001(h)</i> <i>EC 52055.630(b)</i>	Site Information Page
Policies to insure all groups succeed	<i>20 USC 6316(b)(3)</i>	Action Plans Analysis of Current Educational Practice
Specify role of school, LEA, and SEA; and coordination with other organizations	<i>20 USC 6316(b)(3)</i>	Analysis of Current Educational Practice
Submit High Priority annual report after public LEA governing board review	<i>EC 52055.640</i>	N/A
III. Funding		
Plan includes proposed expenditures to improve academic performance	<i>EC 64001(g)</i> <i>EC 52853</i> <i>EC 52054</i> <i>20 USC 6316(b)(3)</i> <i>20 USC 6315(c)</i> <i>20 USC 6314(b)(2)(A)</i>	Action Plans Analysis of Current Educational Practice Budget
Describe centralized services expenditures	<i>5 CCR 3947(b)</i>	Budget
IV. Standards, Assessment, and Accountability		
Comprehensive assessment and analysis of data	<i>EC 64001(f)</i> <i>EC 52055.620(a)(1) - (3)</i> <i>EC 52054</i> <i>20 USC 7115(a)(1)(A)</i> <i>20 USC 6314(b)(1), (2)(A)</i>	Action Plans Analysis of Current Educational Practice Appendix A-School and Student Performance Data
Evaluation of improvement strategies	<i>EC 64001(f)</i> <i>EC 52853</i> <i>EC 52055.625(c)</i> <i>EC 35294.2(e)</i> <i>EC 32228.5(b)</i> <i>20 USC 7115(a)(2)</i>	Action Plans Analysis of Current Educational Practice Ongoing Evaluation Reporting

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
Ongoing monitoring and revision	20 USC 6315(c)(2)(B)	Action Plans Ongoing Evaluation Reporting
Assessment results available to parents	EC 35294.2(e) 20 USC 7115(a)(1)(E) 20 USC 6314(b)(2)(A)	Ongoing Evaluation Reporting Action Plans Analysis of Current Educational Practice
V. Staffing and Professional Development		
Provide staff development	EC 52853 EC 52055.625(d)(1)(B),(C) EC 32228(b)(2) 20 USC 6316(b)(3) 20 USC 6315(c)(1)(F) 20 USC 6314(b)(1), (2)(A)	Action Plans Analysis of Current Educational Practice Budget
Budget 10% of Title I for staff development	20 USC 6316(b)(3)	Action Plans Analysis of Current Educational Practice Budget
Provide highly qualified staff	EC 52055.625(b), (d) 20 USC 6315(c)(1)(E) 20 USC 6314(b)(1), (2)(A)	Analysis of Current Educational Practice
Distribute experienced teachers	EC 52055.620(d)	N/A (at site level)
VI. Opportunity & Equal Educational Access		
Describe instruction for at-risk students	EC52853	Action Plans
Describe the help for students to meet state standards	EC 64001(f) 20 USC 6314(b)(1), (2)(A) 20 USC 6315(c)	Action Plans Analysis of Current Educational Practice
Describe auxiliary services for at-risk students	EC 52853 EC 52055.620(a)(7) 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(1), (2)(A)	Action Plans Analysis of Current Educational Practice
Avoid Isolation or segregation	5CCR 3934	Analysis of Current Educational Practice

VII. Teaching and Learning		
Goals based on performance	EC 64001(f) 20 USC 7115(a)(1)(A)	Action Plans
Define objectives	EC 52054 20 USC 7114(d)(2)(B) 20 USC 6316(b)(3)	Action Plans
Steps to intended outcomes	EC 52054 5CCR 3930	Action Plans
Account for all services	5CCR 3930	Action Plans, Analysis of Current Educational Practice
Provide strategies responsive to student needs	EC 52055.620(a)(3) EC 52054 5CCR 3931 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	Action Plans
Describe reform strategies that: -Allow all to meet/exceed standards;	20 USC 6314(b)(1), (2)(A) 20 USC 6315(c)	Action Plans Analysis of Current Educational Practice
-Are effective, research based;	20 USC 6316(b)(3) 20 USC 6315(c)(1)(C) 20 USC 6314(b)(1)(B)	Action Plans
-Strengthen core academics; -Address under-served populations; -Provide effective, timely assistance; -Increase learning time	EC 52054 EC 52055.625(b), (c) 20 USC 6314(b)(1)(I), (2)(A) 20 USC 6316(b)(3); 20 USC 6314(b)(1)(B),(2)	Action Plans Analysis of Current Educational Practice Action Plans Analysis of Current Educational Practice
-Meet needs of low-performing students	20 USC 6315(c)(A); 20 USC 6314(b)(1)(B),(2)	Action Plans Analysis of Current Educational Practice
-Involve teachers in academic assessments	20 USC 6314(b)(1)(H), (2)	Action Plans Analysis of Current Educational Practice
-Coordinate state and federal programs	20 USC 6315(c)(1)(H) 20 USC 6314(b)(1)(J), (2)(A)	Governance and Administration
-Transition from preschool	20 USC 6315(c)(1)(D) 20 USC 6314(b)(1)(G), (2)(A)	Analysis of Current Educational Practice
Provide an environment conducive to learning	EC 52055.625(f)(1) EC 52055.620(a)(6) 20 USC 7114(d)(1)	Action Plans Analysis of Current Educational Practice
Enable continuous progress	5CCR 3931	Action Plans
Acquire basic skills, literacy	EC 52055.625(b)(1), (c)(1) 5CCR 3937	Action Plans
Align curriculum, strategies, and materials with state standards or law	EC 52853 EC 52055.625(b)(2)(D),(c)	Action Plans Analysis of Current Educational Practice
Provide high school career preparation	5CCR 4403	Action Plans (High School, Career Technical)

Appendix C: Required Components of a Program Improvement Single Plan for Student Achievement

Program Improvement Component	School Plan Section
1. Research-based strategies—The plan must incorporate strategies, based on scientifically based research, that address the academic issues that caused the school to be identified.	- Action Plans
2. Adopting best practices—For the core academic subjects, the plan must outline policies and practices that have the greatest likelihood of ensuring that all subgroups of students become proficient by 2013-14.	- Action Plans - Analysis of Current Educational Practice (CEP)
3. Meeting professional development needs—The plan must provide an assurance that the school will spend at least 10 percent of its Title I, Part A funds for high-quality professional development. This professional development must directly address the academic achievement problems that caused the school to be identified.	- Appendix D, NCLB Program Improvement School Requirements
4. The plan must specify how the school will use the 10 percent set-aside to remove itself from improvement status.	- Appendix D, NCLB Program Improvement School Requirements
5. Setting annual goals—The plan must set specific annual measurable objectives for continuous progress by each subgroup of students.	- Action Plans
6. Outlining parent notices—The plan must describe how the school will provide written notice about the improvement identification to parents.	- Appendix D, NCLB Program Improvement School Requirements
7. Assigning responsibilities—The plan must specify the responsibilities of the school, the district, and the state under the plan, including descriptions of the district's technical assistance and fiscal responsibilities.	- Appendix D, NCLB Program Improvement School Requirements
8. Increasing parent involvement—The plan must detail strategies to promote effective parental involvement.	- Action Plan - Analysis of CEP #8
9. Increasing instructional time—As appropriate, the plan must incorporate activities for students before school, after school, during the summer, and during any extension of the school year.	- Action Plans - Analysis of CEP #4, #5
10. Setting up teacher mentoring—The plan must incorporate a teacher mentoring program.	- Action Plans - Analysis of CEP #7

Appendix D: ESEA Program Improvement School Requirements

[X] Not Applicable

School Year	PI Year	Mandates	Actions
	Year 1	<ul style="list-style-type: none"> • Revise school plan within 3 months to cover 2-year period • Use 10% of Title I school funds for professional development • Implement plan promptly • Notify parents of PI identification 	<ul style="list-style-type: none"> • School plan revised on • \$ Title I funds will be used for professional development for the following activities: • Revised plan implementation will begin on • Parental notification mailed on
	Year 2	<ul style="list-style-type: none"> • Update plan/continue to implement • Continue using 10% of Title I school funds for professional development • Notify parents of PI status 	<ul style="list-style-type: none"> • \$ Title I funds will be used for professional development for the following activities: • Parental notification mailed on
	Year 3	<ul style="list-style-type: none"> • Update plan/continue to implement • Continue using 10% of Title I school funds for professional development • Collaborate with district to improve student achievement • Notify parents of PI status 	<ul style="list-style-type: none"> • \$ Title I funds will be used for professional development for the following activities: • Will collaborate with district office staff regarding possible: <ul style="list-style-type: none"> ○ Replacement of school staff ○ Implementation of new curriculum ○ Decrease in management authority at school level ○ Appointment of outside expert ○ Extension of school year or day ○ Restructuring of internal organizational structure of school ▪ Parental notification mailed on
	Year 4	<ul style="list-style-type: none"> • Update plan/continue to implement • Continue using 10% of Title I school funds for professional development • Collaborate with district to improve student achievement • Collaborate with district to prepare plan for alternative governance of school • Notify parents of PI status 	<ul style="list-style-type: none"> • \$ Title I funds will be used for professional development for the following activities: • Will collaborate with district office staff regarding possible: <ul style="list-style-type: none"> ○ Reopening of school as a charter ○ Replacement of all or most of staff, including principal ○ Contracting with outside entity to manage school ○ Any other major restructuring • Parental notification mailed on
	Year 5	<ul style="list-style-type: none"> • Implement alternative governance plan developed in Year 4 • Notify parents of PI status 	<ul style="list-style-type: none"> • Implementation of alternative governance plan will begin on • Parental notification mailed on

Appendix E: Home School Compact (Title I Schools)

Not Applicable (site is a non Title I school)