

**Saddleback High School
Santa Ana, California**

2012 WASC Action Plan

2012/13 Single Plan for Student Achievement (SPSA)

Adopted by

School Site Council of Saddleback High School

Wednesday, October 17, 2012

Saddleback High School
2012/13 Single Plan for Student Achievement (SPSA)
Executive Summary

Santa Ana Unified School District Mission Statement

The Santa Ana Unified School District is dedicated to high academic achievement, in a scholarly and supportive environment, ensuring that all students are prepared to accomplish their goals in life.

Saddleback High School Vision Statement

Saddleback High School is a learning community dedicated to educating all students to become respectful, literate, thinking, and contributing members of society. Students at Saddleback High School will demonstrate responsibility and commitment in meeting the challenges of a changing world.

Saddleback High School Mission Statement

The staff strives for excellence in meeting the needs of an increasingly diverse student population. School programs are designed to stimulate and generate excitement for learning, the enhancement of self esteem, and the celebration of individual differences. Students will develop appropriate social skills, problem solving techniques, decision-making strategies, and career preparation skills as well as basic skills and technological expertise to promote life-long learning. We create an awareness and understanding of individual and civic responsibilities in our multi-ethnic society.

Saddleback High School Expected Schoolwide Learning Results

Academic Achievers

Every student will demonstrate proficiency in the skills of reading, writing, and mathematics.

Effective Communicators

Every student will develop and demonstrate effective communication skills.

Critical Thinkers

Every student will apply knowledge and skills to solve problems and make decision.

Responsible Citizens

Every student will be responsible for his/her achievements and actions.

Quality Producers

Every student will use resources to produce quality work.

Life-Long Learners

Every student will continue learning by designing and developing a plan linking school to career.

Data Summary			
AYP	API	CELDT	
Met AYP Criteria (ELA): No	2011 API: 659	AMAO 1: Annual Growth % with prior year data 98.7	AMAO 2: Proficiency Less than 5 years # in Cohort 2 103
Met AYP Criteria (Math): No	2010 Base: 635	# in Cohort 1 854	# met AMAO 2 17
Percent proficient: ELA: 40.6 No	2010-11 Growth: 24	# met AMAO 1 356	% met AMAO 2 16.5
Percent proficient: Math: 45.1 No	API: Yes	% met AMAO 1 42.2	Target: 18.7 Met Target: No
High School Grad Rate: No			

Section 2 – Goals and Action Plans

<p>Goal I</p> <p>School Goal: Offer a rigorous curriculum with personalized support services to attain Academic Proficiency for all students, as demonstrated by performance, grades and assessments. The three critical areas of focus are:</p> <ol style="list-style-type: none"> 1. Attainment of Academic Proficiency for the English Learner 2. Successful performance in higher levels of Math 3. Support services to help all students achieve Academic Proficiency. <p>District Goal:</p> <ol style="list-style-type: none"> 1. Academic Achievement – We will equip students to achieve their highest academic potential. 2. Prepared Students – We will assure that students are prepared to succeed in higher education and to accomplish their life goals. 3. Quality Academic Programs – We will offer rigorous and outstanding learning opportunities, aligned with state standards and federal guidelines. 4. Strategic Allocation of Resources – We will be accountable for using resources wisely, efficiently, and strategically to support District goals. 5. Clear Communication – We will communicate clearly, consistently, responsibly, and proactively in a timely manner with all stakeholders. 6. Parent and Community Relationships – We will promote and develop positive relationships with all segments of the community, in order to foster open communication, accessibility, and pride in our schools. 7. Outstanding Employees – We will recruit, select, and 	<p>Vision, High Standards, Culture and Leadership</p> <p>Objective 1: Schoolwide Alignment of Instruction, Strategies and Material with Content Standards</p> <ul style="list-style-type: none"> • Curriculum & Instruction Steering Committee (CISC) composed of ten elected members and ten appointed members, monitors the Transformation Plan which is part of the Single Plan for Student Achievement • Instructional Leadership Team (ILT) continues to address the operational aspects of the school • External provider assists with data analysis, instructional planning, and staff development • Eight-Stage Process of Creating Major Change Model (John Kotter, Harvard Business School) is used as the process guide for the Transformation Plan • The Plan-Do-Check-Adjust Cycle is used to monitor all aspects of the Transformation Plan • Transformation Plan and Certificated Compact are reviewed on an annual basis • Focus Coordinator designs, establishes and markets The College Majors School brand to the community. • Operations Administrator manages non-instructional areas so that Principal and Learning Director can focus on instructional leadership. • Teachers provide equal access to a rigorous core curriculum for all students • Teachers adhere to district pacing guides to support student attainment of content standards • Teachers use standards-based Learning Objectives. Students demonstrate understanding of Learning Objectives through a variety of proving behaviors • Teachers incorporate research-based strategies (SIOP, Thinking Maps) to address the needs of all students, particularly English Learners • Teachers use a unified lesson structure that supports Sheltered English Instruction (SIOP) • Hold annual Eighth Grade Visitation Day, where intermediate school students tour the Saddleback campus to learn about school culture, course offerings, athletics, and activities
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<p>retain caring, competent, and qualified staff.</p> <p>8. Exemplary Facilities – We will assure that all facilities are safe, effective, well-maintained learning environments.</p> <p>9. Success Focus – We will cultivate, recognize, and celebrate success.</p> <p>Means of Evaluating Progress Toward Meeting Goal:</p> <ul style="list-style-type: none"> • Student scores proficient or advanced on CAHSEE in ELA and Math • Student scores proficient on the District Writing Assessment (DWA) • Student scores Ready for CSU or Participating CCC College-level Classes in ELA and Math on the Early Assessment Program (EAP) test. • Student scores 550 or above on the English and Math section of the SAT and 23 or above on the ACT aptitude tests • Student completes higher level courses: AP/Honors and a-g requirements (with a grade of C or better) • Student completes Algebra 1 and Algebra II (with a grade of C or better) 	<ul style="list-style-type: none"> • Continue the Academic Scholars Achievement Program (ASAP) which provides grade level academic support for all students • Implement a strategic plan to improve student attendance by promoting the Attention2Attendance Program (A2A) developing measurable goals , coordinating school efforts, and monitoring results • Continue Jostens Renaissance Program, including the Commitment to Graduate Program. • Implement the Positive Behavioral Intervention Support Program (PBIS) to create and support consistent and positive student behavior • Provide academic support through AVID, GEAR UP, AVID/AP Connection and <i>Puente</i> • Partner with Santa Ana College, CSU Fullerton, and UCI to communicate college preparedness opportunities through programs such as ¡Adelante! • Implement a six-year career and college planning model through ASAP • Utilize Illuminate to analyze state and local data, classroom assessment data, and demographic information to identify student needs and develop plans to increase student learning. <p>Objective 2: Schoolwide Extended Learning Opportunities</p> <ul style="list-style-type: none"> • Incoming grade 9 students attend the College Majors Summer Academy to strengthen English Language Arts skills • Teachers and students focus on speaking, writing, reading, and listening skills • Continue beyond the bell academic tutoring through Extended Academic Learning Interventions (EALI) Program • Implement Link Crew support program • OCDE Mental Health Services provide additional support to students • Grade 9 students will participate in the Alcohol, Tobacco, and Other Drugs (ATOD) Program through physical education classes • Provide additional support for standardized testing through ASAP in grades 9 and 10 • Grade 9-11 students attend CST Prep Academy, incorporating Study Island online program • Grade 10 students attend Saturday CAHSEE Academy to strengthen English Language Arts skills • Grade 11-12 Students who have not passed the CAHSEE attend CAHSEE Prep classes during the school day • Students earning Ds or Fs in core classes will attend Credit Recovery
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	<p>classes in and around the school day</p> <ul style="list-style-type: none"> • Promote the Supplemental Educational Services (SES) Program to all eligible students • Provide students with opportunities for enrichment and test preparation in Advanced Placement classes • Offer academic field trips, college visits, etc. to all students • Offer library services and computer lab time to all students before and after school • Teachers use frequent assessments to ensure interventions are adequately supporting all students, particularly English Learners • Provide academic support for students through counselor conferences, group meetings, and classroom presentations regarding intervention programs, graduation requirements and college eligibility • The Higher Education Center (HEC) Coordinator collaborates with counseling staff to provide support for students and parents to meet deadlines for college entrance applications, entrance examinations and financial assistance <p>Objective 3: Schoolwide Increased Access to Technology</p> <ul style="list-style-type: none"> • Teachers incorporate the use of newer technologies such as classroom responders, document cameras, and Smartboards • Provide student access to online learning systems for core support, test preparation, enrichment and credit recovery • Provide technology support person (certificated) to supervise computer lab, including online learning systems • Support staff utilize eScholar dashboard technology to monitor academic progress of all students, particularly English Learners • Maintain the College Majors Bulletin to ensure effective communication schoolwide <p>Objective 4: Schoolwide Staff Development and Professional Collaboration</p> <ul style="list-style-type: none"> • Modified Monday Late Starts used for staff collaboration and department meetings • Train all teachers to plan and deliver lesson with content and language objectives (SIOP) • Focus department meetings, staff meetings, and release days on analyzing English Learner (EL) disaggregated assessment data to identify
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	<p>instructional gaps.</p> <ul style="list-style-type: none"> • Teachers plan instruction using the Sheltered Instruction Observational Protocol (SIOP) Model, and monitor student progress toward meeting state ELA standards • Continue to train staff in the use of the three data types (demographic, process and outcome), and implications for instructional planning to enhance student performance • Continue use of department meeting template – student data focus • Staff attend professional development conferences, AP Summer Institute, etc., that support the Single Plan for Student Achievement • Train teachers in the use of data to perform item analysis in order to identify the curricular areas in which students need extra support • Implement the National Center for Transforming School Counseling program to help all students meet rigorous academic standards
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<p>Goal IIa <i>NCLB Goal I: All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-14.</i></p> <p>School Goal: All students will demonstrate improved Academic Literacy as demonstrated by increased performance in grades and assessments.</p> <p><u>WASC Critical Areas of Focus:</u></p> <ol style="list-style-type: none"> 1. Attainment of Academic Proficiency for the English Learner 2. Support services to help all students achieve Academic Proficiency. <p>District Vision:</p> <ol style="list-style-type: none"> 3. Academic Achievement – We will equip students to achieve their highest academic potential. 4. Prepared Students – We will assure that students are prepared to succeed in higher education and to 	<p>Reading/Language Arts Objective 1: Schoolwide Alignment of Instruction, Strategies and Material with Content Standards</p> <ul style="list-style-type: none"> • The Learning Director and ELA Chair assist teachers to implement the adopted instructional program with fidelity, analyze student data, and place students in the appropriate ELA classes • Teachers provide equal access to a rigorous core curriculum for all students • Teachers adhere to district pacing guides to support student attainment of academic proficiency • Teachers use standards-based Learning Objectives. Students demonstrate understanding of Learning Objectives through a variety of proving behaviors • Teachers incorporate research-based strategies (SIOP, Thinking Maps) to address the needs of all students, particularly English Learners • Teachers use a unified lesson structure that supports Sheltered English Instruction (SIOP) • Grade 9 teachers will continue to implement Golden Seal writing lessons from the SAUSD Ninth Grade Notebook • Introduce Golden Seal writing lessons to students in grades 10 through 12 • The Learning Director will monitor the implementation of the CAHSEE Success Plan
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accomplish their life goals.

5. Quality Academic Programs – We will offer rigorous and outstanding learning opportunities, aligned with state standards and federal guidelines.
6. Strategic Allocation of Resources – We will be accountable for using resources wisely, efficiently, and strategically to support District goals.
7. Exemplary Facilities – We will assure that all facilities are safe, effective, well-maintained learning environments.

Student Subgroups Participating in these Goals:

Schoolwide, Hispanic or Latino, Socioeconomically Disadvantaged, English Learner, Students with Disabilities

Performance Gains:

- Increase in percent of grade 10 students that score Proficient/Advanced on the ELA portion of the CAHSEE from 40.6 % to 88.9% or Safe Harbor
- Increase in percent of grade 11 students that demonstrate college readiness as measured by the EAP from 5% to 10%
- Increase in percent of students that pass the core English classes with a grade of C or better and thus meet the UC/CSU requirement b (English) from 63% to 75%

Means of Evaluating Progress Toward Meeting Goal:

- Student scores proficient or advanced on CAHSEE English Language Arts
- Student scores Ready for CSU or Participating CCC College-level Classes in ELA on the Early Assessment Program (EAP) test.
- Student scores 550 or above on the English and Math section of the SAT and 23 or above on the ACT aptitude tests

Objective 2: Schoolwide Extended Learning Opportunities

- Incoming grade 9 students attend the College Majors Summer Academy to strengthen academic skills
- Continue beyond the bell academic tutoring through Extended Academic Learning Interventions (EALI) Program
- Teachers plan instruction using the Sheltered Instruction Observational Protocol (SIOP) Model, and monitor student progress toward meeting state ELA standards
- Provide additional support for standardized testing through ASAP in grades 9 and 10
- Grade 9-11 students attend CST Prep Academy, incorporating Study Island online program
- Grade 10 students attend Saturday CAHSEE Academy to strengthen academic skills
- Students in grades 11 and 12 who have not passed the ELA section of the CAHSEE are enrolled in a CAHSEE Preparation class
- Students performing two or more years below grade level (based on multiple measures) are enrolled in an additional academic support class
- Students earning Ds or Fs in core classes will attend Credit Recovery classes in and around the school day
- Promote the Supplemental Educational Services (SES) Program to all eligible students
- Teachers use frequent assessments to ensure interventions are adequately supporting all students, particularly English Learners

Objective 3: Schoolwide Increased Access to Technology

- Teachers incorporate the use of newer technologies such as classroom responders, document cameras, and Smartboards
- Provide student access to online learning systems for core support, test preparation, enrichment and credit recovery
- Provide technology support person (certificated) to supervise computer lab, including online learning systems
- Librarian provides lessons for students to access online resources
- Students will utilize various technology (i.e. computer labs, Smartboards, online resources, etc.) to access online test preparation programs, complete research projects, and create high-interest projects
- English teachers incorporate the use of electronic tablets for students to

<ul style="list-style-type: none"> • Student completes higher level courses: AP/Honors and a-g requirements (with a grade of C or better) <p>Group Data Needed to Measure Academic Gains:</p> <ul style="list-style-type: none"> • 2011-2012 CST and CAHSEE Language Arts scores • EAP English Scores • PSAT, SAT, ACT aptitude test scores • Grades C or better in classes satisfying a-g requirements • Reduction in number of credit recovery sections • AP English Literature and Language passing scores • English Benchmark scores 	<p>access literary and expository text</p> <p>Objective 4: Schoolwide Staff Development and Professional Collaboration</p> <ul style="list-style-type: none"> • Focus department meetings, staff meetings, and release days on analyzing disaggregated student assessment data to identify instructional gaps • Teachers plan instruction using the Sheltered Instruction Observational Protocol (SIOP) Model, and monitor student progress toward meeting state ELA standards, and monitor student progress toward meeting state ELA standards • All teachers will participate in SIOP training • Teachers will participate in the third phase of the Thinking Maps implementation plan to share, discuss, and collect map applications and media across grade levels and positions to promote the common language • New teachers will receive training on the state adopted, board approved materials as needed • All teachers will participate in Common Core State Standards training
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<p>Goal IIb <i>NCLB Goal I: All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-14.</i></p> <p>School Goal: All students will demonstrate improved writing competency by producing a wide range of high quality written works throughout the core content classes.</p> <p><u>WASC Critical Areas of Focus:</u></p> <ol style="list-style-type: none"> 1. Attainment of Academic Proficiency for the English Learner 2. Support services to help all students achieve Academic Proficiency. <p>District Vision:</p> <ol style="list-style-type: none"> 1. Academic Achievement – We will equip students to achieve their highest academic potential. 	<p>Writing Across the Curriculum</p> <p>Objective 1: Schoolwide Alignment of Instruction, Strategies and Material with Content Standards</p> <ul style="list-style-type: none"> • Teachers provide equal access to a rigorous core curriculum for all students • Teachers adhere to district pacing guides to support student attainment of academic proficiency • Teachers use standards-based Learning Objectives. Students demonstrate understanding of Learning Objectives through a variety of proving behaviors • Teachers in all academic areas incorporate writing assignments into the curriculum • Grade 9 teachers will continue to implement Golden Seal writing lessons from the SAUSD Ninth Grade Notebook • Introduce Golden Seal writing lessons to students in grades 10 through 12 <p>Objective 2: Schoolwide Extended Learning Opportunities</p> <ul style="list-style-type: none"> • All students produce a formal writing assignment in each core class • Incoming grade 9 students attend the College Majors Summer Academy
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<p>2. Prepared Students – We will assure that students are prepared to succeed in higher education and to accomplish their life goals.</p> <p>3. Quality Academic Programs – We will offer rigorous and outstanding learning opportunities, aligned with state standards and federal guidelines.</p> <p>4. Strategic Allocation of Resources – We will be accountable for using resources wisely, efficiently, and strategically to support District goals.</p> <p>5. Exemplary Facilities – We will assure that all facilities are safe, effective, well-maintained learning environments.</p> <p>Student Subgroups Participating in these Goals: Schoolwide, Hispanic or Latino, Socioeconomically Disadvantaged, English Learner, Students with Disabilities</p> <p>Performance Gains:</p> <ul style="list-style-type: none"> • Increase in percent of grade 10 students that score 3 or higher on the ELA Writing Task of the CAHSEE from 15% to 30% • Increase in percent of grade 11 students that demonstrate college readiness as measured by the EAP from 5% to 10% • Increase in percent of students that score Proficient/Advanced on the District Writing Assessment (DWA) from 33% to 45% • Increase in percent of students that pass the core English class with a grade of C or better and thus meet the UC/CSU b requirement (English) from 63% to 75% <p>Means of Evaluating Progress Toward Meeting Goal:</p> <ul style="list-style-type: none"> • Student scores Ready for CSU or Participating CCC College-level Classes in ELA on the Early Assessment Program (EAP) test. • Student scores proficient or advanced on CAHSEE 	<p>to strengthen academic skills</p> <ul style="list-style-type: none"> • Teachers and students focus on speaking, writing, reading, and listening skills • Grade 10 students attend Saturday CAHSEE Academy to strengthen academic skills • Students in grades 11 and 12 who have not passed the ELA section of the CAHSEE are enrolled in a CAHSEE Preparation class • Students earning Ds or Fs in core classes will attend Credit Recovery classes in and around the school day • Teachers use frequent assessments to ensure interventions are adequately supporting all students <p>Objective 3: Schoolwide Increased Access to Technology</p> <ul style="list-style-type: none"> • Teachers incorporate the use of newer technologies such as classroom responders, document cameras, and Smartboards • Provide student access to online learning systems for core support, test preparation, enrichment and credit recovery • Provide technology support person (certificated) to supervise computer lab, including online learning systems • Librarian provides lessons on accessing online resources for writing projects • Students will utilize various technology (i.e. computer labs, online resources, etc.) to complete research projects and writing assignments • Support staff utilize eScholar dashboard technology to monitor academic progress of all students <p>Objective 4: Schoolwide Staff Development and Professional Collaboration</p> <ul style="list-style-type: none"> • Focus department meetings, staff meetings, and release days on analyzing English Learner (EL) disaggregated assessment data to identify instructional gaps. • Teachers plan instruction using the Sheltered Instruction Observational Protocol (SIOP) model, and monitor student progress toward meeting state ELA standards • All teachers will participate in SIOP training • Teachers will participate in the third phase of the Thinking Maps implementation plan to share, discuss, and collect map applications and media across grade levels and positions to promote the common language
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<p>English Language Arts</p> <ul style="list-style-type: none"> • Student scores proficient on the District Writing Assessment (DWA) • Student completes higher level courses: AP/Honors and a-g requirements (with a grade of C or better) <p>Group Data Needed to Measure Academic Gains:</p> <ul style="list-style-type: none"> • 2011-2012 CST and CAHSEE Language Arts scores • EAP English Scores • PSAT, SAT, ACT aptitude test scores • District Writing Assessment • Grades C or better in classes satisfying a-g requirements • Number of EL students reclassified • Reduction of English transitional sections • Student portfolios 	<ul style="list-style-type: none"> • All English teachers will be trained on the use of Golden Seal writing lessons • All teachers will participate in Common Core State Standards training • Implement Atlas Protocol for examining student work schoolwide
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<p>Goal IIc</p> <p><i>NCLB Goal I: All limited English students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and Mathematics.</i></p> <p>School Goal:</p> <p>Decrease the percent of long term (6+ years) English Learners and conversely increase the percent of students reclassified to Fluent English Proficient (RFEP)</p> <p>English Learners will demonstrate continued improved Academic Literacy as demonstrated by increased performance in grades and assessments.</p> <p><u>WASC Critical Areas of Focus:</u></p> <p>1. Attainment of Academic Proficiency for the English</p>	<p>English Language Development</p> <p>Objective 1: Schoolwide Alignment of Instruction, Strategies and Material with Content Standards</p> <ul style="list-style-type: none"> • Teachers identify English Learners, analyze assessment data and plan lessons with an emphasis on sheltered instruction, academic vocabulary, and differentiation strategies • Learning Director and ELA Chair collaborates with staff to monitor the academic progress of English Learners and RFEP students • The Learning Director and ELA Chair assist teachers to implement the adopted instructional program with fidelity, analyze student data, and place students in the appropriate ELA classes • Teachers provide equal access to a rigorous core curriculum for all students • Teachers adhere to district pacing guides to support student attainment of academic proficiency • Teachers use standards-based Learning Objectives. Students demonstrate understanding of Learning Objectives through a variety of proving
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<p>Learner</p> <p>2. Support services to help all students achieve Academic Proficiency.</p> <p>District Vision:</p> <ol style="list-style-type: none"> 1. Academic Achievement – We will equip students to achieve their highest academic potential. 2. Prepared Students – We will assure that students are prepared to succeed in higher education and to accomplish their life goals. 3. Quality Academic Programs – We will offer rigorous and outstanding learning opportunities, aligned with state standards and federal guidelines. 4. Strategic Allocation of Resources – We will be accountable for using resources wisely, efficiently, and strategically to support District goals. 5. Exemplary Facilities – We will assure that all facilities are safe, effective, well-maintained learning environments. <p>Student Subgroups Participating in these Goals: English Learners</p> <p>Performance Gains:</p> <ul style="list-style-type: none"> • 56 percent of English Learners will make annual progress in learning English (AMAO 1) • 20.1 percent of English Learners who have been enrolled in a US school less than five years will attain English Proficiency on CELDT (AMAO 2A) • 45.1 percent of English Learners who have been enrolled in a US school more than five years will attain English Proficiency on CELDT (AMAO 2B) • Increase in percent of grade 10 English Learners that score Proficient/Advanced on the ELA portion of the CAHSEE from 25.2 % to 88.9% or Safe Harbor • Increase in percent of English Learners who are 	<p>behaviors</p> <ul style="list-style-type: none"> • Teachers incorporate research-based strategies (SIOP, Thinking Maps) to address the needs of all students, particularly English Learners • Teachers use a unified lesson structure that supports Sheltered English Instruction (SIOP) • Hold monthly English Language Advisory Committee (ELAC) meetings that provide opportunities for parents of English Learners to discuss targeted intervention programs in acquiring English <p>Objective 2: Schoolwide Extended Learning Opportunities</p> <ul style="list-style-type: none"> • Incoming grade 9 English Learners attend the College Majors Summer Academy to strengthen academic skills • English Learners focus on speaking, writing, reading, and listening skills • Teachers plan instruction using the Sheltered Instruction Observational Protocol (SIOP) model, and monitor student progress toward meeting state ELA standards • Provide additional support for standardized testing through ASAP in grades 9 and 10 • Grade 9-11 students attend CST Prep Academy, incorporating Study Island online program • Grade 10 English Learners attend Saturday CAHSEE Academy to strengthen academic skills • Students in grades 11 and 12 who have not passed the ELA section of the CAHSEE are enrolled in a CAHSEE Preparation class • Students performing two or more years below grade level (based on multiple measures) are enrolled in an additional academic support class • English Learners attend Intensive Intervention classes up to four semesters (with a grade of C or better) • Students earning Ds or Fs in core classes will attend Credit Recovery classes in and around the school day • Promote the Supplemental Educational Services (SES) Program to all eligible English Learners • Teachers use frequent assessments to ensure interventions are adequately supporting English Learners <p>Objective 3: Schoolwide Increased Access to Technology</p> <ul style="list-style-type: none"> • Teachers incorporate the use of classroom responders, document cameras, Smartboards, etc. to accelerate student learning • English Learners will utilize technology-based learning platforms to
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<p>reclassified as Fluent English Proficient (RFEP) from 7.3% to 15%</p> <p>Means of Evaluating Progress Toward Meeting Goal:</p> <ul style="list-style-type: none"> English Learner attains English proficiency as measured by CELDT English Learner reclassifies to RFEP English Learner scores proficient or advanced on CAHSEE English Language Arts <p>Group Data Needed to Measure Academic Gains:</p> <ul style="list-style-type: none"> 2011-2012 CST and CAHSEE scores (disaggregated data) EAP English Scores PSAT, SAT, ACT aptitude test scores District Writing Assessment scores Grades C or better in classes satisfying a-g requirements Reduction in number of transitional English sections Number of EL students reclassified CELDT scores 	<p>access online test preparation programs, complete research projects, and create high-interest projects</p> <ul style="list-style-type: none"> Provide English Learners access to online learning systems for core support, test preparation, enrichment and credit recovery Provide technology support person (certificated) to supervise computer lab, including online learning systems Support staff utilize eScholar dashboard technology to monitor academic progress of English Learners <p>Objective 4: Schoolwide Staff Development and Professional Collaboration</p> <ul style="list-style-type: none"> Focus department meetings, staff meetings, and release days on analyzing English Learner (EL) disaggregated assessment data to identify instructional gaps Teachers plan instruction using the Sheltered Instruction Observational Protocol (SIOP) Model, and monitor student progress toward meeting state ELA standards All teachers will participate in SIOP training which includes incorporating language objectives Teachers will participate in the third phase of the Thinking Maps implementation plan to share, discuss, and collect map applications and media across grade levels and positions to promote the common language New teachers will receive training on the state adopted, board approved intervention materials as needed All teachers will participate in Common Core State Standards training
<p>Goal IId</p> <p><i>NCLB Goal I: All students will reach high standards, at a minimum, attaining proficiency or better in Mathematics by 2013-14.</i></p> <p>School Goal:</p> <p>All students will be on target to meet UC/CSU requirement c (Mathematics) and thus successfully complete higher levels of Math classes (Algebra II or higher) with a grade of C or better.</p> <p><u>WASC Critical Areas of Focus:</u></p>	<p>Mathematics</p> <p>Objective 1: Schoolwide Alignment of Instruction, Strategies and Material with Content Standards</p> <ul style="list-style-type: none"> Teachers provide equal access to a rigorous core curriculum for all students Teachers adhere to district pacing guides to support student attainment of Math standards Teachers use standards-based Learning Objectives. Students will demonstrate understanding of Learning Objectives through a variety of proving behaviors Teachers incorporate research-based strategies (SIOP, Thinking Maps) to address the needs of all students

<p>1. Successful performance in higher levels of Math</p> <p>District Vision:</p> <ol style="list-style-type: none"> 1. Academic Achievement – We will equip students to achieve their highest academic potential. 2. Prepared Students – We will assure that students are prepared to succeed in higher education and to accomplish their life goals. 3. Quality Academic Programs – We will offer rigorous and outstanding learning opportunities, aligned with state standards and federal guidelines. 4. Strategic Allocation of Resources – We will be accountable for using resources wisely, efficiently, and strategically to support District goals. 5. Exemplary Facilities – We will assure that all facilities are safe, effective, well-maintained learning environments. <p>Student Subgroups Participating in these Goals: Schoolwide, Hispanic or Latino, Socioeconomically Disadvantaged, English Learner, Students with Disabilities</p> <p>Performance Gains:</p> <ul style="list-style-type: none"> • Increase in percent of grade 10 students that score Proficient/Advanced on the Math portion of the CAHSEE from 45.1 % to 88.7% or Safe Harbor • Increase in percent of grade 11 students that demonstrate college readiness as measured by the EAP by 5% in each Math assessment • Increase in percent of students that pass the core Math class with a grade of C or better and thus meet the UC/CSU requirement c (Mathematics) from 55% to 75% <p>Means of Evaluating Progress Toward Meeting Goal:</p>	<ul style="list-style-type: none"> • Teachers use a unified lesson structure that supports Sheltered English Instruction (SIOP) • The Math TOSA assists teachers to implement the adopted instructional program with fidelity, manage common assessments, and analyze student data • Teachers analyze data and plan lessons with an emphasis on academic vocabulary and differentiation strategies • Administration, Math TOSA and Counselors place students in the appropriate Math classes • Students performing two or more years below grade level (based on multiple measures) are enrolled in an additional academic support class • The Learning Director will monitor the implementation of the CAHSEE Success Plan • Teachers use frequent assessments to ensure interventions are adequately supporting all students, particularly Algebra I students <p>Objective 2: Schoolwide Extended Learning Opportunities</p> <ul style="list-style-type: none"> • Incoming grade 9 students attend the College Majors Summer Academy to strengthen Math skills • Teachers and students reinforce math skills through academic tutoring • Continue beyond the bell academic tutoring through Extended Academic Learning Interventions (EALI) Program • Provide additional support for standardized testing through ASAP in grades 9 and 10 • Grade 9-11 students attend CST Prep Academy, incorporating Study Island online program • Grade 10 students attend Saturday CAHSEE Academy to strengthen Math skills • Grade 11-12 students who have not passed the CAHSEE attend CAHSEE prep classes during the school day • Students performing two or more years below grade level (based on multiple measures) are enrolled in an additional academic support class • Students earning Ds or Fs in core classes will attend Credit Recovery classes in and around the school day • Promote the Supplemental Educational Services (SES) Program to all eligible students • Teachers use frequent assessments to ensure interventions are adequately supporting all students, particularly Algebra I students
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<ul style="list-style-type: none"> • Student scores proficient or advanced on CAHSEE in Math • Student scores Ready for CSU or Participating CCC College-level Classes in Math on the Early Assessment Program (EAP) test. • Student scores 550 or above on the English and Math section of the SAT and 23 or above on the ACT aptitude tests • Student completes higher level courses: AP/Honors and a-g requirements (with a grade of C or better) • Student completes Algebra 1 and Algebra II (with a grade of C or better) <p>Group Data Needed to Measure Academic Gains:</p> <ul style="list-style-type: none"> • 2011-2012 CST and CAHSEE scores • EAP Math Scores • PSAT, SAT, ACT aptitude test scores • Grades for a-g classes • Reduction in number of credit recovery classes • AP Calculus passing scores • Math benchmark assessment scores 	<p>Objective 3: Schoolwide Increased Access to Technology</p> <ul style="list-style-type: none"> • Teachers incorporate the use of newer technologies such as classroom responders, document cameras, and Smartboards • Provide student access to online learning systems for core support, test preparation, enrichment and credit recovery • Provide technology support person (certificated) to supervise computer lab, including online learning systems • Support staff utilize eScholar dashboard technology to monitor academic progress of all students, particularly English Learners <p>Objective 4: Schoolwide Staff Development and Professional Collaboration</p> <ul style="list-style-type: none"> • Focus department and staff meetings on analyzing English Learner (EL) disaggregated assessment data to identify instructional gaps. • Teachers plan instruction using the Sheltered Instruction Observational Protocol (SIOP) Model, and monitor students' progress towards meeting state standards in Math • Provide release time for Math staff to work collaboratively in analyzing student data, plan instruction, and set short/long term instructional goals • Provide release time for vertical alignment of the instructional program • Provide opportunities for academic counselors to participate in selected Math department meetings to gain a clear understanding of student multiple assessments (including CST, CELDT, District Benchmarks, and demographic data) for the purpose of appropriate placement of students • All teachers will participate in SIOP training • Teachers will participate in the third phase of the Thinking Maps implementation plan to share, discuss, and collect map applications and media across grade levels and positions to promote the common language • New teachers will receive training on the state adopted, board approved materials as needed • All teachers will participate in Common Core State Standards training
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<p>Goal III</p> <p>School Goal:</p> <p>Offer a rigorous curriculum with personalized support services to attain Academic Proficiency for all students, as demonstrated by performance, grades and assessments. The</p>	<p>Involvement of Parents and Community</p> <p>Objective 1: Help parents improve students' Reading</p> <ul style="list-style-type: none"> • Incoming grade 9 students attend the College Majors Summer Academy to strengthen academic skills • Grade 9-11 students attend CST Prep Academy, incorporating Study
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<p>three critical areas of focus are:</p> <ol style="list-style-type: none"> 1. Attainment of Academic Proficiency for the English Learner 2. Successful performance in higher levels of Math 3. Support services to help all students achieve Academic Proficiency. <p>District Goal:</p> <ol style="list-style-type: none"> 1. Academic Achievement – We will equip students to achieve their highest academic potential. 2. Prepared Students – We will assure that students are prepared to succeed in higher education and to accomplish their life goals. 3. Quality Academic Programs – We will offer rigorous and outstanding learning opportunities, aligned with state standards and federal guidelines. 4. Strategic Allocation of Resources – We will be accountable for using resources wisely, efficiently, and strategically to support District goals. 5. Exemplary Facilities – We will assure that all facilities are safe, effective, well-maintained learning environments. <p>Means of Evaluating Progress Toward Meeting Goal:</p> <ul style="list-style-type: none"> • Student scores Ready for CSU or Participating CCC College-level Classes in ELA and Math on the Early Assessment Program (EAP) test. • Student scores 550 or above on the English and Math section of the SAT and 23 or above on the ACT aptitude tests • Student scores proficient or advanced on CAHSEE in ELA and Math • Student scores proficient on the District Writing Assessment (DWA) • Student completes higher level courses: AP/Honors and 	<p>Island online program</p> <ul style="list-style-type: none"> • Grade 10 students attend Saturday CAHSEE Academy to strengthen academic skills • Grade 11-12 students who have not passed the CAHSEE attend CAHSEE prep classes during the school day • Hold semi-annual student/parent academic nights in grades 9 and 10 to discuss academic progress and support • Hold monthly English Language Advisory Committee (ELAC) meetings that provide opportunities for parents of English Learners to discuss targeted intervention programs in acquiring English <p>Objective 2: Help parents improve students' Math</p> <ul style="list-style-type: none"> • Incoming grade 9 students attend the College Majors Summer Academy to strengthen academic skills • Grade 9-11 students attend CST Prep Academy, incorporating Study Island online program • Grade 10 students attend Saturday CAHSEE Academy to strengthen academic skills • Grade 11-12 students who have not passed the CAHSEE attend CAHSEE prep classes during the school day • Hold semi-annual student/parent academic nights in grades 9 and 10 to discuss academic progress and support • Math department holds an annual Math Parent Night to inform parents of graduation requirements, grading policy including retest options, CAHSEE Academy, and ways that parents can help students succeed in Math. <p>Objective 3: Help parents improve students' Graduation Rate, Attendance, Behavior, and Health</p> <ul style="list-style-type: none"> • Outreach Consultant meets with parents to improve student attendance, including School Attendance Review Team (SART) • Community and Family Outreach Consultant works with individual families to support good attendance, behavior, and health • Community and Family Outreach Consultant brings mobile health clinic to school on a periodic basis • Provide mental health services through OCDE/Safe Schools & Support Services • Provide OCDE Alcohol, Tobacco, Other Drug Program (ATOD) through
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<p>a-g requirements (with a grade of C or better)</p> <ul style="list-style-type: none"> • Student completes Algebra 1 and Algebra II (with a grade of C or better) 	<p>grade 9 physical education classes</p> <ul style="list-style-type: none"> • Academic departments present student achievement data at parent meetings • Hold monthly English Language Advisory Committee (ELAC) meetings that provide opportunities for parents of English Learners to discuss targeted intervention programs in acquiring English • Hold semi-annual student/parent academic nights in grades 9 and 10 to discuss academic progress and support • Hold an annual Parent Partnership Day to provide information regarding the school's academic programs • Teachers communicate with parents of students in danger of earning Ds or Fs two weeks prior to the end of each grading period • Provide student access to interventions through Coordination of Services Team (COST) referrals and Student Success Team (SST) meetings • Continue partnership with the OCDE Safe School Program to provide student interventions • Invite parents of incoming grade 9 students to spring Open House to facilitate the transition from intermediate to high school • Support staff communicate with families of seniors at risk of not graduating • Support staff communicate with families regarding credit recovery opportunities <p>Objective 4: Strengthen family and community involvement</p> <ul style="list-style-type: none"> • Increase community participation through the Parent Center • Provide parents with CM information during Roadrunner Return • Hold an annual Parent Partnership Day to provide information regarding the school's academic programs • Collaborate with district and local partners to provide effective parent workshops and trainings that will increase parent participation <p>Objective 5: Data assessment and accountability</p> <ul style="list-style-type: none"> • The Learning Director and the ELA Chair conduct parent meetings to provide information regarding CELDT proficiency levels, Title III accountability, district reclassification criteria, and targeted intervention programs • Use Attention2Attendance (A2A) data and eScholar dashboard technology to monitor student academic status
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	<ul style="list-style-type: none">• Provide technology to support college preparatory coursework and investigate higher education programs and opportunities
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