

HEMET UNIFIED SCHOOL DISTRICT SINGLE PLAN FOR STUDENT ACHIEVEMENT

FOR The Hemet Academy for Applied Academics and Technology SCHOOL

33670820115162
CDS Code

Date of this revision: 4-2-08

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. It aligns with the district Local Education Agency (LEA) Plan. For additional information on school programs and how you may become involved, please contact the following person:

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School District: Hemet USD

- Schoolwide Program (SWP)
- Targeted Assistance Program
- School Based Coordinated Program (SBCP)

The District Governing Board approved this revision of the School Plan on: _____

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SECTION ONE: DISTRICT

DISTRICT MISSION

The mission of the Hemet Unified School District is to provide a high level, balanced, flexible educational delivery system that produces students who are connected to the next step in their life's journey and who are fully prepared academically and socially to be productive and contributing citizens.

In support of this Mission, we are committed to:

- Managing our resources in an ethical, responsible manner to provide stability and continuity in the delivery of our services.
- Making ourselves accountable to the communities we serve.
- Hiring, training and retaining the very best staff available.
- Organizing ourselves in a manner that clearly identifies responsibility and authority related to outcomes.
- Working cooperatively with our communities, other agencies, and local groups to make education a "team" effort in the HUSD area.
- Being flexible and creative in our approach to creating pathways to success for students.
- Being proactive in anticipating needs and advocating at the local, state, and federal levels for those needs.

DISTRICT CORE VALUES

1. Provide a data driven, standards based academic program in which students and staff can succeed.
2. All students will improve their achievement in each subject each year.
3. Recruit, train, and retain the very best staff for HUSD.
4. Effective initial instruction is the most powerful tool for achievement.
5. Provide viable alternative pathways for student success.
6. Nutritional and physical well-being supports academic achievement.
7. Non-academic endeavors and activities are necessary to provide a balanced educational experience.
8. The quality of our published works and the state of our facilities reflects how we view ourselves.
9. HUSD is responsible to respond positively and proactively to changes in our community.
10. Resource allocation should fully support Core Values.
11. Provide a safe and secure learning environment.
12. Resources will be used wisely and efficiently.

DISTRICT PROFILE

Hemet Unified School District covers one of the largest geographic areas of any district in California. HUSD covers over 700 square miles of very diverse topography, from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of 23,540 students. Preschool centers at six school locations, twelve elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), three comprehensive high schools (9-12), one continuation high school (9-12), one adult education center, an alternative education program (HELP School), an independent study program (Family Tree Learning Center [K-8] and Helen Hunt Jackson [6-12]) offer a variety of learning opportunities for students of all ages.

Special assistance is given to schools through state and federal funds for such programs as Title 1, School Improvement, the Master Plan for Special Education, and English Language Development for Limited English Proficient Students.

The district maintains a staff of approximately 1,100 certificated and 800 classified employees, not including substitutes. Salary schedules are competitive with other districts in the area of comparable size. A comprehensive fringe benefit program is offered to the employees of the district. Hemet Unified strives to maintain a 30:1 districtwide student/teacher ratio with K-3 class sizes at 20:1 supported by state and federal funding.

Student facts: percentage of students enrolled in gifted/talented classes, 7%; learning disabled, 12%; English learners, 14%; students from lower income families, 54%.



DISTRICT CORE ADOPTIONS CHART

Grade Levels	Course/ Content Area	Title	Publisher	Edition	Year Adopted
K-5	Eng/Lang. Arts	Open Court Reading	SRA/McGraw Hill	2002	May 2002
Kind. 1-5	Mathematics	Saxon Math	Saxon Publisher, Inc.	2004 2001	July 2004 Dec. 2000
K-5	Science	Harcourt Science California Edition	Harcourt Brace	2001	March 2001
K-5	Social Studies	Our California	Scott-Foresman	2006	June 2007
K-5	Social Studies	Health and Fitness	Harcourt School Pub	2006	July 2005
K-5	ELD	English Now! V 1.3 English Now! V C L 4, 5, 6 Write Time, L 6, 7 – 1 st Ed.	LitConn, Inc. LitConn Inc. Teacher Created Matls	2003 2005 2004	Dec. 2006 June 2007 June 2007
K-5	Health	Harcourt Health & Fitness	Harcourt, Inc.	2006	July 2005
6-8	Eng/Lang. Arts	Holt Literature & Lang Arts	Harcourt Brace	2003	May 2002
6	Mathematics	Saxon 87, 2 nd Ed.	Saxon Publisher, Inc.	1999	Dec. 2004
7	Mathematics	Pre-Algebra	Prentice Hall	2001	July 2004
8	Mathematics	Algebra 1	Prentice Hall	2001	July 2004
6 7 8	Science	Earth Science Life Science Physical Science	Holt, Rinehart & Winston	2001 2001 2001	March 2001
6	Social Studies	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	June 2007
7	Social Studies	History Alive! The Medieval World	Teachers' Curriculum Institute	2005	June 2007
8	Social Studies	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	June 2007
6-8	Foreign Language	Dime! Uno	McDougal Littell	1997	
6-8	Social Studies	Decisions for Health	Holt Rinehart Winston	2005	July 2005
6-12	ELD	English Now, V 1.3 High Point	LitConn, Inc. Hampton Brown	2003 2001	Dec. 2006 June 2005
6-8	Health	Holt Decisions for Health	Holt, Rinehart & Winston	2005	July 2005
9-12	Eng/Lang. Arts	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	May 2003
9-12	Mathematics	Algebra 1 Algebra 1	Prentice Hall Glencoe	2001 1999	July 2004 Dec. 1999
9-12	Mathematics	Geometry	Prentice Hall Glencoe	2004 1998	July 2004 June 1999
9-12	Mathematics	Algebra 2	Glencoe/McGraw Hill	1998	June 1998
9-12	Mathematics	Integrated Mathematics I & II	McDougal Littell Inc.	2002	May 2004
9-11	Mathematics	Pre-calculus with Limits	Houghton Mifflin	1997	June 1999
12	Mathematics	Calculus	Addison Wesley	1999	June 1999
10-12	Science	Modern Biology	Holt, Rinehart & Winston	2000 2002	July 2001
9-10	Science	Life Science	Merrill	1993, 1995, 2002	April 1993
9-10	Science	Physical Science	Merrill	1993	April 1993
9	Science	Modern Earth Science	Holt, Rinehart & Winston	2002	July 2001
11-12	Science	Fundamentals of Chemistry, 4 th Ed. Chemistry, 6 th Ed. (AP)	Prentice Hall Houghton Mifflin	2003 2003	July 2004 Dec. 2004
10-12	Science	Holes Essentials of Human Anatomy &	McGraw Hill Companies	2006	January 2006

Grade Levels	Course/ Content Area	Title	Publisher	Edition	Year Adopted
		Physiology, 9 th Edition			
10-12	Science	Physics	Prentice Hall	2000	April 2000
11-12	Science	Integrated Principles of Zoology	McGraw Hill	2006	January 2006
9	Social Science	World Geography	McDougal Littell	2006	June 2007
9	Social Science	Health Skills & Wellness – Behavioral Health Science	Prentice Hall	1994/2001	June 2000
10	Social Science	World History, The Modern World	Prentice Hall	2007	June 2007
11	Social Science	US History, Modern America	Prentice Hall	2008	June 2007
12	Social Science	Magruder's American Government American Govt. 10 th E. (AP)	Prentice Hall Houghton Mifflin	1992/1994/ 2000, 2006 2006	June 2007 Dec. 2006
12	Social Science	Economics, Principles in Action Economics, 7 th Ed.	Prentice Hall South-Western	2001, 2007 2005	June 2007 Dec. 2006
12	Social Science	Western Civilization	Thomson Learning, Inc.	2006	January 2006
9-12	Foreign Language	Deutsch Aktuell, 1, 2 & 3 Bienvenue, French 1 A bord, French 2 En voyage, French 3 & 4 En español! 1 & 2 Abriendo Puertas – Antología de Literatura en Español, Tomo 1 & Tomo II (AP) Abriendo Puertas (AP)	Paradigm Publ Glencoe McDougal Littell McDougal Littell	1998 1998 2000 2003	July 2001 July 2000 June 1999 June 2007
9-12	Visual & Performing Arts	Music Appreciation Stage Makeup Simply 3D	McGraw Hill Watson-Guptill Micrografx	2000 1999 1998	Dec. 2001 Dec. 2001 April 2000

Interventions Programs for Reading/Language Arts

4-12	Reading/Language Arts	SRA/Reach High Point EI Scholastic Read 180	SRA/McGraw Hill Hampton-Brown Co. Scholastic, Inc.	2002 2001 2002	July 2005
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2006-07 Accountability Progress Reporting (APR)



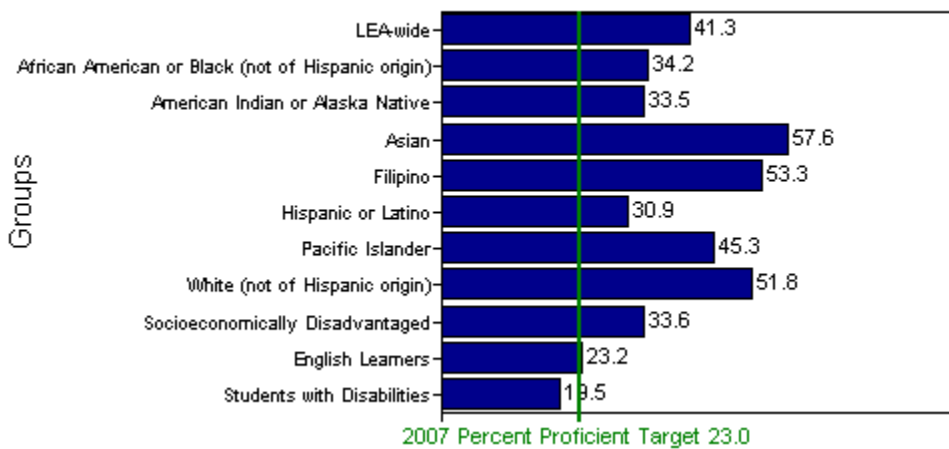
Local Educational Agency (LEA) Chart
2007 Adequate Yearly Progress (AYP) Chart

California Department of Education
Policy and Evaluation Division
2/14/2008

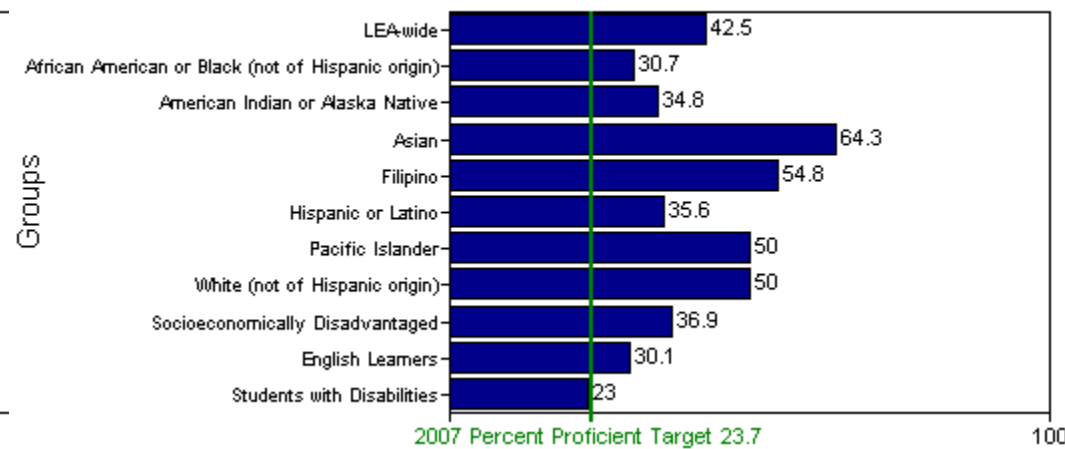
LEA: Hemet Unified
LEA Type: Unified
County: Riverside
CD Code: 33-67082

Made AYP:		No		
Met AYP Criteria:		English-Language Arts		Mathematics
Participation Rate		Yes		Yes
Percent Proficient		No		Yes
API – Additional Indicator for AYP			Yes	
Graduation Rate			Yes	

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



LOCAL EDUCATION AGENCY PLAN (LEAP) GOALS

- Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014
- Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics
- Goal 3: By 2006-07 all students will be taught by highly qualified teachers
- Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning
- Goal 5: All students will graduate from high school

PROGRAM IMPROVEMENT DISTRICT LEAP ADDENDUM GOALS

- Goal 1: Hemet Unified School District's specific academic student achievement goals align with California's Academic Yearly Progress (AYP), Annual Measurable Objectives (AMO), and Annual Measurable Academic Objectives (AMAO) targets
- Goal 2: Hemet Unified School District provides scientifically based research strategies that strengthen the core academic program in schools served by the district
- Goal 3: Hemet Unified School District has identified actions that have the greatest likelihood of improving the student achievement in meeting state standards
- Goal 4: Hemet Unified School District has implemented a systematic professional development plan based on student data and instructional staff needs
- Goal 5: Specific academic achievement and English language proficiency goals and targets for English learner students is consistent with Hemet Unified School District's Title III Plan
- Goal 6: Hemet Unified School District provides activities before/after/Saturday and summer school opportunities for students
- Goal 7: Hemet Unified School District implements strategies to promote effective parental involvement in the school

The following Single Plan for Student Achievement (SPSA) aligns and supports the Local Education Agency (LEA) Plan.

It is the intent of the district that all newly hired teachers meet No Child Left Behind (NCLB) requirements when teaching in core subject areas. In addition, a plan has been developed by Human Resources to ensure that all current teachers are NCLB compliant. Currently, all paraprofessionals in the district meet NCLB requirements.

It is important to note that individual student academic assessment results are mailed to parents/guardians annually. The mailing includes a district letter describing what is included in the mailing, who to contact if they should have any questions, the child's academic performance on California's Standardized Testing and Reporting (STAR) program, and an information sheet explaining the California Academic Standards. The information is provided in a language the parents understand (English/Spanish) and includes an interpretation of each individual child's academic assessment results.

SECTION TWO: SCHOOL

SCHOOL VISION AND MISSION

School Vision and Mission

The Hemet Academy of Applied Academics and Technology (HAAAT), is an alternative public high school dedicated to providing all students with a rigorous standards based education delivered through a Project Based Learning model. We are a small school alternative that offers multiple career and educational pathways leading to an advanced degree or occupational certificate. We incorporate technology and community based business partnerships to assist students in their post high school career/educational interests. Acceleration through high school is achieved through a 4 X 4 schedule. We are seeking to create a partnership with our local community college to consider adding an Early College opportunity for HAAAT students.

HAAAT's philosophy is based on the belief that all students:

- need strong academic and current vocational skills to be fully prepared to enter the workforce or higher education;
- learn best if they see a connection between their personal lives and the classroom;
 - thrive in a safe, nurturing learning environment that meets individual student's needs while being encouraged to exceed their own expectations;
 - succeed when involved with performance-based, authentic assessment, regularly scheduled collaboration time with teachers and access to modern technology, facilities, mentors, internships and community partnerships.

College and non-college-bound students need to leave the K-12 system with the language, math, computer, problem-solving, teamwork, and job-specific skills necessary to secure employment or seek further education. Schools must provide specific and appropriate preparation for students who choose to enter the workforce immediately after high school graduation, as well as those going on to the college level.

Hemet Academy for Applied Academics and Technology Goals:

- All students will complete high school HUSD graduation requirements.
- Students will graduate with a minimum of a diploma and a career-area focus certification.
- Create an applied academic environment where students combine the academic content standards with the career standards necessary to make career decisions.
- Provide the guidance and support to insure students enter a pathway of sequential courses leading to employment and higher level training.
- Provide a quality education to a diverse student population in a safe environment.
 - Instill values of academic excellence.
 - Create an awareness and appreciation of other people and cultures.
 - Provide the necessary support services so all students will succeed.
- Provide opportunities for students to become proficient problem solvers, critical thinkers, and effective communicators.

SCHOOL DEMOGRAPHIC PROFILE

Racial/Ethnic Category	% of Total Enrollment
Number of Students	84
African American	1
American Indian or Alaska Native	
Asian	3
Filipino	
Hispanic or Latino	45
Pacific Islander	
White (Not Hispanic)	40
Multiple or No Response	
Socioeconomically Disadvantaged	65
English Learners	12
Students with Disabilities	7

SECTION THREE: STUDENT ACADEMIC ACHIEVEMENT

**None available INSERT ACCOUNTABILITY PROGRESS REPORT
(PENDING AVAILABLE DATA)**

**INSERT UPDATED CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST
RESULTS (CELDT)
(PENDING AVAILABLE DATA)**

CALIFORNIA HEALTHY KIDS SURVEY

Summary Findings, Grade 9

PROGRESS

- Many school asset categories improved
- Held steady on many substance abuse variables

CONCERNS

- Almost all substance use rates are above state averages
- Lifetime use of inhalants and current use of marijuana up
- Drunk/high and tobacco use at school up
- Caring relationships with adults at school down
- Percentages of students reporting having been harassed or afraid of being beaten up increased
- Percentages of students reporting feeling safe at school below state and county averages
- Percentages of students reporting sad and hopeless feelings up
- Number of students reporting eating fruits and vegetables has decreased
- Number of students reporting having exercised regularly decreased
- Number of students reporting being an “acceptable weight” decreased

RECOMMENDATIONS FOR PROGRAM PLANNING

- Continue with substance abuse prevention education (Project Towards No Drug Abuse; Personal/Social Skills: The Missing Link in Prevention Curricula; Minnesota Smoking Prevention Program)
- Bullying/harassment prevention
- Counselor-led intervention groups for substance abuse and violence
- Health instruction with special emphasis on mental wellness (stress management, coping with anxiety and anger), nutrition and fitness education
- (new health adoption)

CALIFORNIA HEALTHY KIDS SURVEY

Summary Findings, Grade 11

PROGRESS

- Substance abuse rates down in every category
- All school connectedness factors improved

CONCERNS

- Alcohol-related factors are still above state averages
- Percentages of students reporting having been in a fight increased
- Percentages of students reporting feeling safe at school decreased
- Percentages of students reporting sad and hopeless feelings increased
- Number of students reporting eating fruits and vegetables has decreased
- Number of students reporting having exercised regularly decreased
- Number of students reporting being an “acceptable weight” decreased

RECOMMENDATIONS FOR PROGRAM PLANNING

- Continue with substance abuse prevention education, with special emphasis on alcohol use prevention education (cross-curricular)
- Enhance safe school climate
- Bullying-harassment prevention (including Hate Crime Prevention Training, Unity Form)
- Counselor-led intervention groups for substance abuse and violence
- Health instruction with special emphasis on mental wellness (stress management, coping with anxiety and anger), nutrition and fitness education
- (new health adoption)

LOCAL MEASURES OF STUDENT PERFORMANCE

District Benchmarks Summary

School Formative Assessments Summary

ACADEMIC PROGRAM SURVEY (APS) RESULTS

Academic Program Survey Results K-5, 6-8 and 9-12						
Essential Program Components	K-5		6-8		9-12	
	1-2 Min./Partial	3-4 Sub./Fully	1-2 Min./Partial	3-4 Sub./Fully	1-2 Min./Partial	3-4 Sub./Fully
1.1 SBE-adopted E/LA in all classes for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.2 SBE-adopted E/LA intervention materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.3 SBE-adopted core in Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.1 Adequate time for E/LA core	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.1 (9-12) Master schedule and pacing guides reflect effective E/LA instructional time for intensive and strategic learners with extended periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.2 Appropriate time allocation for /LA intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.2 (9-12) Master schedule and pacing guides reflect effective Algebra and Math instructional time for intensive and strategic learners with extended periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3 Adequate time for Mathematics core	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.4 Appropriate time allocation for Math intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.1 Principal AB 430 Module 1 ELA program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.2 Principal AB 430 Module 1 Math program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.1 Fully credentialed teachers per NCLB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.2 SB 472 English/Language Arts training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.3 SB 472 Mathematics training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.1 Use E/LA curriculum embedded assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.2 Use of Math curriculum embedded assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.1 Coaching support for English/Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.2 Coaching support for Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.1 Regular grade level collaboration for E/LA min. 2x/mo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.2 Regular grade level collaboration for Math 2x/mo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.1 Pacing schedule for each grade level in E/LA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.1 (9-12) SBE adopted reading intervention programs for all intensive and universal access used with core for strategic students in E/LA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.2 Pacing Schedule for each grade level in Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.2 (9-12) Intervention programs for all students in Algebra 1 and Math for intensive and strategic students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9.1 Funds are used to support the 9 ECPs in reading/ELA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9.2 Funds are used to support the 9 /ECPs in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SCHOOL AND STUDENT PERFORMANCE DATA SUMMARY

Conclusions Indicated by the Data:

All district schools met their required test participation rate. Our district met 40 of 42 of the federal accountability AYP criteria. In the area of English/language arts, the proficiency criteria for Students with Disabilities and Graduation Rate were not met.

- What does the data say about your school?

Strength: **No data ; this is our first year**

Need:

- Our schoolwide and/or subgroups which did not make their AMO/AMAO were:

- Our school subgroup “watch list” includes:

- Conclusions from Parent, Teacher and Student Surveys:

Strength:

Need:

**SECTION FOUR: SUPPORT FOR ENGLISH
LANGUAGE LEARNERS & STUDENTS WITH
DISABILITIES**

Support for English Language Learners

Program Options

Option 1: Structured English Immersion

English Learners will have equal access to the core curriculum using State and District adopted standards-based materials and differentiated instructional techniques. Intensive English Language Development (ELD) for 30 minutes per day is strongly emphasized. Students receive access to core content areas through Specially Designed Academic Instruction in English (SDAIE). Instruction must be provided overwhelmingly in English. Primary language support may be used based on the student's linguistic needs. Students placed in this program are scoring at levels 1-3 on the CELDT and are considered to have "less than reasonable fluency in English".

- **Elementary K-5**

ELD services are provided for a minimum of 30 minutes per day by an authorized teacher in the classroom. Students receive instruction in all of the core academic areas overwhelmingly in English. Primary language assistance may be provided for the core curriculum based on students' needs. Students in grades four and five will also have core content delivered through Specially Designed Academic Instruction in English (SDAIE).

- **Secondary 6-12**

ELD Services are provided by an authorized teacher during one period in the student's daily schedule. English Learners receive instruction in the core content areas through Specially Designed Academic Instruction in English (SDAIE). Primary Language support may be provided based on student's linguistic needs.

Option 2: English Language Mainstream

English Learners will have equal access to the core curriculum using State and District adopted standards-based instructional materials and differentiated instructional techniques. Instruction is entirely in English. English Language Development will be provided for 30 minutes per day. Students placed in this program are scoring at levels 4-5 on the CELDT and are considered to have "reasonable fluency in English".

- **Elementary K-5**

ELD services are provided for a minimum of 30 minutes per day by an authorized teacher in the classroom. Students receive instruction in English in core content areas. Appropriate instructional strategies are provided to work toward attaining redesignation as Fluent English Proficient.

- **Secondary 6-12**

At both the middle and high schools, the students will be placed in core academic classes and will receive instruction in English. ELD services will be provided for one period in the student's daily schedule. Appropriate instruction is provided to work toward attaining redesignation as Fluent English Proficient.

Support for Students with Disabilities

Collaborative Service Delivery Model

According to Section 52860 of the Education Code, a school may coordinate special education services and regular education services provided the coordination of such services are detailed in the Single Plan for Student Achievement. If a school is utilizing a collaborative model then the responsibilities of the personnel involved must include the following:

The School Site Council at [HAAAT](#) with input from parents, teachers, and students (if secondary) have approved utilizing a collaborative service delivery model which includes all students

- **Content and Performance Standards**
 - Instruction within the collaborative service delivery model will reflect content and performance standards and will ensure access to the core curriculum for all students.
- **Assessment Strategies**
 - Students will be assessed utilizing formative assessments selected from the core curriculum and summative STAR assessments as identified in the student's IEP. Students will be grouped for instructional purpose according to their assessed performance
 - Core/intervention curriculum embedded assessments along with district benchmarks will be utilized to monitor student progress toward meeting content and performance standards and IEP goals
- **Instructional Strategies**
 - Following assessment, students will receive reading/mathematics instruction at their level. A variety of service delivery models will include whole and small group instruction, learning center assistance, and a variety of instructional strategies (Direct Instruction, Cooperative Learning, Peer Tutoring, Guided and Buddy Reading, etc.)
 - If a regular education teacher is working with identified students they must be knowledgeable of the students IEP
 - A special education teacher may work with both identified and unidentified special education students provided that all identified special education students are appropriately served and a description of the services are included in the School Site Plan
 - Collaborative teamwork and planning time occurs at the regularly scheduled grade/department level Professional Learning Communities (PLC) meetings held at each site. Included in these meetings is written documentation of student support and on-going monitoring of student progress
- **Instructional Materials**
 - All specific instruction materials as identified in the student's IEP will be accessible in the Collaborative Services Delivery Model
- **Progress Reports/Grading**
 - A student's case carrier will complete special education progress reports in collaboration with the student's general education teachers.
 - Collaborating special education and general education teachers will confer regarding district progress and grade reports.

SECTION FIVE: SCHOOL SITE GOALS AND ACTION STEPS

**GOALS
(PENDING AVAILABLE DATA)**

By 2013-2014, 100% of the students at **HAAAT** (school name) will perform at the proficient or advanced level as measured by the California Standards Test in both English/language arts and mathematics.

ANNUAL MEASURABLE OBJECTIVES:

Year	Elem/MS – E/LA	Elem/MS – Math	HS – E/LA	HS – Math
2007-2008	35.2%	37.0%	33.4%	32.2%
2008-2009	46.0%	47.5%	44.5%	43.5%
2009-2010	56.8%	58.0%	55.6%	54.8%
2010-2011	67.6%	68.5%	66.7%	66.1%
2012-2013	89.2%	89.5%	88.9%	88.7%
2013-2014	100%	100%	100%	100%

English/Language Arts

Current % Proficient or Advanced:	% Needed to Meet Next Goal:	Equates to Number of Students Needed to Meet Next Goal:	◆ Evaluation: 2007 - 2008 % Proficient/Advanced GOALS:
<u>not available</u> % Schoolwide	_____ %	# _____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<u>not available</u> % African American	_____ %	# _____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<u>not available</u> % Asian	_____ %	# _____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<u>not available</u> % Hispanic	_____ %	# _____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<u>not available</u> % White	_____ %	# _____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<u>not available</u> % Socioeconomically Disadvantaged	_____ %	# _____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<u>not available</u> % English Learners	_____ %	# _____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<u>not available</u> % Students with Disabilities	_____ %	# _____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Mathematics

Current % Proficient or Advanced:	% Needed to Meet Next Goal:	Equates to Number of Students Needed to Meet Next Goal:	◆ Evaluation: 2007 – 2008 % Proficient/Advanced GOALS:
<u>not available</u> % Schoolwide	_____ %	# _____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<u>not available</u> % African American	_____ %	# _____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<u>not available</u> % Asian	_____ %	# _____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<u>not available</u> % Hispanic	_____ %	# _____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<u>not available</u> % White	_____ %	# _____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<u>not available</u> % Socioeconomically Disadvantaged	_____ %	# _____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<u>not available</u> % English Learners	_____ %	# _____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<u>not available</u> % Students with Disabilities	_____ %	# _____	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

- ◆ The School Site Council and leadership team will identify individual students and develop intervention strategies for the school based on student need.
- ◆ **EVALUATION:**
Each fall, the School Site Council and leadership team will evaluate progress toward meeting the goals and make adjustments to the Single Plan for Student Achievement as needed to ensure goals are met.
- ◆ Each October, this information page is to be forwarded to the Coordinator of Special Projects along with SSC minutes indicating discussion and, if needed, a plan to remedy.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the California English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, students with disabilities, and homeless. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

<p>GOAL # -1 for Improving Student Achievement in Language Arts:</p> <ul style="list-style-type: none"> All students will meet or exceed the current AMOs for English/Language Arts as measured by the CST in E/LA <p>Student groups and grade levels participating in this goal:</p> <ul style="list-style-type: none"> All students K-12th grade including English learners, gifted and talented education, homeless, and students with disabilities <p>Performance gains expected for these students:</p> <ul style="list-style-type: none"> All students scoring below the proficient level on the CST in E/LA will improve by at least one performance level and all proficient/advanced students will continue to achieve at high levels of performance All English learners will improve at least one CELDT level <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> District benchmarks and site curriculum-embedded assessments <p>Group data needed to measure academic gains:</p> <ul style="list-style-type: none"> California Standards Test in English/Language Arts, CAHSEE, CELDT, CMA, and CAPA (as determined by IEP)

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
EPC 1.0 – Instructional Program:				
<p>1.1 – K-12 SBE adopted core English/language arts program for every student used daily and appropriately</p> <p>1.2 – K-12 SBE adopted English/language arts intervention program for every participating student used daily and appropriate</p> <ul style="list-style-type: none"> Core materials...HoltPurchase reading core and intervention adoptions needed yearly to ensure all teachers and all students have a complete set of instructional materials per Williams (list all additional supplemental materials/supplies needed to support core E/LA instruction) Purchase English Language Development materials needed to ensure that all teachers and English language learner students have access to instructional materials (list all supplemental materials/supplies needed to support ELD) Administrators monitor daily appropriate use of core program materials through classroom walkthroughs, observations, and analysis of curriculum embedded assessment results 	9-25-08 - 4-1-09	<p>Carly McCarty / Principal</p> <p>dept chair</p> <p>dept chair</p> <p>dept chair</p>	<p>\$TBD annually</p> <p>\$</p> <p>\$</p> <p>\$</p>	<p>Cat block grant revenue</p> <p>Cat block grant revenue</p> <p>Cat block grant revenue</p> <p>Cat block grant revenue</p>

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • • Schedule: • Intervention materials...Holt • English Language Development materials...English Now • Monitoring schedule... 				
<p>EPC 2.0 – Instructional Time K-8: Student Access to Standards Aligned Core: 9-12:</p>				
<p>2.1 Daily, uninterrupted instructional time for English/language arts K 60 mins, 1-3 2.5 hrs, 4-6 2 hrs, 7-8 1.2 hrs</p> <p>2.1 (9-12) Master schedule and pacing guides reflect effective ELA instructional time for intensive and strategic learners with extended periods</p> <p>2.2 K-8 Daily additional instructional time for English/language arts provided for students taking intervention E/LA programs K 60 mins, 1-6 30-45 mins, 7-8 2-3 hrs</p> <ul style="list-style-type: none"> • Class/master schedule...Establish class/master schedule that will ensure adequate instructional time for all students including intervention classes for students 4th – 12th grade who are more than two years below grade level and students needing to master skills necessary to pass E/LA CAHSEE • Establish class/master schedule that provides daily (minimum of 30-45 min) English language development for all English language learners (provide ELD schedule/including levels served) • Administrators monitor daily and appropriate use of intervention program materials through classroom walkthroughs, observations, and analysis of curriculum embedded assessment results • • Schedule: • Additional intervention time... • English Language Development time... • Monitoring schedule... 	<p>8-25-08 - 4-1-09</p>	<p>Carly McCarty and Principal</p>	<p>\$None</p>	<p>Cat block grant revenue</p>
<p>Improvement of Instructional Strategies:</p>				
<p>Continue to support EPC by focusing on the following strategies:</p> <ul style="list-style-type: none"> • Direct instruction... • Step Up to Writing... • Library (SLIBG required)... • Differentiations (GATE, etc.)... 	<p>8-25-08 - 4-1-09</p>	<p>dept chair</p>	<p>\$TBD annually</p>	<p>Cat block grant revenue</p>
<p>Extended Learning Time:</p>				

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
S.A.F.E. After-School Program Before/after, Saturday school intervention classes: <ul style="list-style-type: none"> 6th period assignments for English/Language Arts 6th period assignments for English/Language Arts 	NA	principal dept chair	\$12,000.00 approx	categorical block grant
EPC 3.0 & 4.0 – Professional Development:				
3.1 District provided Principal Leadership Training for English Language Arts(List date completed or scheduled) 4.1 Fully credentialed teachers in English/Language Arts(per HR) 4.2 District provides teachers professional development in: <ul style="list-style-type: none"> AB 430 (Administration)... SB472 (Teachers)...SB 472 Professional development and 80 hour practicum for all teachers teaching English/language arts core or intervention and English language development classes 	8-25-08 - 3-15-08	principal dept chair	\$125.00 daily sub costs	Cat block grant revenue
EPC 5.0 – Student Achievement Monitoring System:				
5.1 District electronic monitoring system <ul style="list-style-type: none"> EADMS/OARS...EADMS/OARS monitoring system for English/language arts adopted curriculum embedded assessment every 6-8 week to drive instructional decisions (list training and supplemental materials/supplies needed) Site training Monitoring... 	8-25-08- 4-1-09	principal dept chair	\$	Cat block grant revenue
EPC 6.0 – Ongoing Instructional Assistance and Support				
6.1 Instructional assistance and support for English/language arts adoptions provided through District/school coaches/content experts <ul style="list-style-type: none"> Coaches (as available)... 	8-25-08- 4-1-09	principal dept chair	\$	
EPC 7.0 – Monthly Collaboration by Grade Level/Department Teachers:				
7.1 District by HTA contract provides 3 hours per month for meetings (Describe site use of contracted meetings and other opportunities for collaboration including subs for during the school day) <ul style="list-style-type: none"> Collaboration before/after school... Collaboration during school...We follow district guidelines regarding frequency and duration of meetings 	8-25-08- 4-1-09	principal dept chair	\$	
EPC 8.0 – Lesson Pacing Schedule:				
8.1 District has provided pacing guides/schedules for each grade level in English/language arts programs to ensure what is taught and in what sequence				

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<p>8.1 (9-12) SBE adopted reading intervention programs for all intensive and universal access used with core for strategic students in ELA (Describe how your site implements and monitors the pacing guide/schedule)</p> <ul style="list-style-type: none"> Pacing guide implementation...dept. heads ensure uniform implementation of pacing guides Pacing guide monitoring...dept. heads 	8-25-08- 4-1-09	principal dept chair	\$	
Involvement of Staff, Parents and Community:				
<p>Title I annual parent meeting (required)</p> <ul style="list-style-type: none"> Schedule...Done at Back to School Night <p>Describe how each of the following are distributed and used at your site</p> <ul style="list-style-type: none"> Parent Compact given out in enrollment packet Site Parent Involvement Policy " " Keys for Successful Partnerships " " Parent, student, staff surveys given at least three times per year <p>Support transition meetings scheduled by the district for:</p> <ul style="list-style-type: none"> Preschool-Kindergarten NA 5th – 6th grade NA 8th – 9th grade link crews are organized to assist transition <p>Family Nights (English/language arts, ELD, etc)</p> <ul style="list-style-type: none"> 	8-25-08- 4-1-09 8-25-08- 4-1-09	principal dept chair principal dept chair	\$200.00 \$	Cat block grant revenue Cat block grant revenue
Monitoring program implementation and results:				
<ul style="list-style-type: none"> EADMS/OARS...• Provide all teachers training and full access to use the EADMS/OARS data collection system for curriculum-embedded ELA assessments every 6-8 week District benchmarks...as per district guidelines Core curriculum-embedded assessments...• Provide training in how to use data from curriculum-embedded assessment to modify and improve instruction CST/CAHSEE...• Analyze CST/CAHSEE results to determine if goals are met and programs are effective. Monitor implementation of SPSA...• Monitor implementation of all programs in SPSA Principal Summit...Principal Summit report due each fall 	8-25-08- 4-1-09	principal dept chair	\$	Cat block grant revenue

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the California English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, students with disabilities, and homeless. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL # - 2 for Improving Student Achievement in Mathematics:

- All students will meet or exceed the current AMOs for mathematics as measured by the CST in mathematics

Student groups and grade levels participating in this goal:

- All students K-12th grade including English learners, gifted and talented education, homeless and students with disabilities

Performance gains expected for these students:

- All students scoring below the proficient level on the CST in mathematics will improve by at least one performance level

Means of evaluating progress toward this goal:

- District benchmarks and site curriculum-embedded assessments

Group data needed to measure academic gains:

- California Standards Test in mathematics, CAHSEE, CMA, and CAPA (as determined by IEP)

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
EPC 1.0 – Instructional Program:				
<p><i>1.3– K-8 SBE adopted core Mathematics program with materials for every student used daily and appropriately</i></p> <p><i>1.3– 9-12 SBE adopted Mathematics textbooks in all classroom for all students enrolled in mathematics intervention and Algebra I</i></p> <ul style="list-style-type: none"> • <i>Core materials...Purchase mathematics core and intervention adoptions as needed to ensure all teachers and all students have a complete set of instructional materials per Williams (list all supplemental materials/supplies needed to support core math instruction)</i> • <i>Administrators monitor daily and appropriate use of core program materials through classroom walkthroughs, observations, and analysis of curriculum embedded assessment results</i> • <i>Intervention materials...</i> • <i>Monitoring schedule...</i> 	8-25-08- 4-1-09	principal dept chair	\$	Cat block grant revenue
EPC 2.0 – Instructional Time K-8: Student Access to Standards Aligned Core 9-12:				
2.2 (9-12) <i>Master schedule and pacing guides reflect effective Algebra and math instructional time for intensive and strategic</i>				

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<p><i>learners with extended periods</i></p> <p>2.3 <i>Daily, uninterrupted instructional time for Mathematics K 30 mins, 1-6 60 mins, 7-8 60 mins</i></p> <p>2.4 <i>Daily additional instructional time provided for Mathematics students needing interventions K-6 15 mins, 7-8 30 mins</i></p> <ul style="list-style-type: none"> • Class/master schedule...Establish class/master schedule that will ensure adequate instructional time for all students including students in intervention classes for students 4th – 12th who are more than two years below grade level and students needing to master skills necessary to pass CAHSEE mathematics • Administrators monitor daily and appropriate use of intervention program materials through classroom walkthroughs, observations, and analysis of curriculum embedded assessment results • Schedule: • Additional intervention time... • Monitoring schedule... 	8-25-08- 4-1-09	principal dept chair	\$	Cat block grant revenue
Improvement of Instructional Strategies:				
<p><i>Continue to support EPC by focusing on the following strategies:</i></p> <ul style="list-style-type: none"> • Direct instruction... • Step Up to Writing... • Library... • Differentiation... • GLAD... 	8-25-08- 4-1-09	principal dept chair	\$	Cat block grant revenue
Extended Learning Time:				
<p>S.A.F.E. After-School Program</p> <p>Before/after, Saturday school intervention classes:</p> <p>ALEKS online math licenses, Advanced Academics online learning license</p> <p>6th period assignments for mathematics:</p> <p>6th period assignments as needed</p>	na	principal dept chair	\$1200.00 approx	Cat block grant revenue
EPC 3.0 & 4.0 – Professional Development:				
<p>3.1 <i>District provided Principal Leadership Training for Mathematics(List date completed or scheduled)</i></p> <p>4.1 <i>Fully credentialed teachers in Mathematics (per HR)</i></p> <p>4.2 <i>District provides teachers professional development in:</i></p> <ul style="list-style-type: none"> • AB 430 (Administration)...completed 	<p>Dates trained Administration na Dates trained Teachers</p>	<p>Administration Need training: Teachers Need training:</p>	\$	

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> SB 472 (Teachers)... SB 472 Professional development and 80 hour practicum for all teachers teaching mathematics core or intervention classes 	na			
EPC 5.0 – Student Achievement Monitoring System				
<p>5.1 District electronic monitoring system:</p> <ul style="list-style-type: none"> EADMS/OARS...EADMS/OARS monitoring system for mathematics adopted curriculum embedded assessment every 6-8 week to drive instructional decisions (list training and materials needed Monitoring... 	8-25-08- 4-1-09	principal dept chair	\$NA	
EPC 6.0 – Ongoing Instructional Assistance and Support				
<p>6.1 Instructional assistance and support for Mathematics adoptions provided through District/school coaches/content experts</p> <ul style="list-style-type: none"> Coaches (as available) 	8-25-08- 4-1-09	principal dept chair	\$NA	
EPC 7.0 – Monthly Collaboration by Grade Level/Department Teachers:				
<p>7.1 District by HTA contract provides 3 hours per month for meetings (Describe site use of contracted meetings and other opportunities for collaboration including subs for during the school day)</p> <ul style="list-style-type: none"> Collaboration before/after school... Collaboration during school...we follow the district guidelines for meeting times and duration 	8-25-08- 4-1-09	principal dept chair	\$NA	
EPC 8.0 – Lesson Pacing Schedule:				
<p>8.1 District has provided pacing guides/schedules for each grade level in Mathematics programs to ensure what is taught and in what sequence</p> <p>8.2 (9-12) Intervention programs for all students in Algebra 1 and math for intensive and strategic students (Describe how your site implements and monitors the pacing guides/schedules)</p> <ul style="list-style-type: none"> Pacing guide implementation...department heads will monitor and implement pacing guides Pacing guide monitoring...dept. heads 	8-25-08- 4-1-09	department heads and principal	\$NA	
Involvement of Staff, Parents and Community:				
<p>Title I annual parent meeting (required)</p> <p>Describe how each of the following distributed and used at your site:</p> <ul style="list-style-type: none"> Parent Compact...given in enrollment packet 	8-25-08- 4-1-09	principal dept chair	\$100.00	Cat block grant revenue

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Site Parent Involvement Policy... " " • Keys for Successful Partnerships... " " • Parent, student, staff surveys...given three times per year <p>Support transition meetings scheduled by the district for</p> <ul style="list-style-type: none"> • Preschool-Kindergarten...NA • 5th – 6th grade...NA • 8th – 9th grade...link crews are organized to assist with transitions <p>Family Nights (math/science)</p> <ul style="list-style-type: none"> • 				
<p>Monitoring program implementation and results:</p>				
<ul style="list-style-type: none"> • EADMS/OARS...EADMS/OARS data collection system for curriculum-embedded ELA assessments every 6-8 weeks • District benchmarks...assessed per district guidelines • Core curriculum-embedded assessments...• Provide training in how to use data from curriculum-embedded assessment to modify and improve instruction • CST/CAHSEE...• Analyze CST/CAHSEE results to determine if goals are met and programs are effective. • Monitor implementation of SPSA...• Monitor implementation of all programs in SPSA • Principal Summit...Principal Summit report due each fall 	8-25-08- 4-1-09	departrment heads and principal	\$1,000.00	Cat block grant revenue

Description of Specific “Scientifically Based Research” Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><input type="checkbox"/> Unity Forum Workshop (6-8)</p> <p><input type="checkbox"/> Violence Intervention Support Group (alternative-to-suspension program provided by site counselors) (6-8)</p> <p><input type="checkbox"/> Youth Development/Asset Development/Peer Leadership (i.e., Club Live, etc.)</p> <p><input type="checkbox"/> Extra curricular activities that serve as focal point for prevention education or as culmination or kick-off for ongoing campaign (i.e., Red Ribbon Week, Great American Smokeout, Violence Prevention Week, etc.)</p> <p>High School</p> <p><input checked="" type="checkbox"/> Project Towards No Drug Abuse (9)</p> <p><input type="checkbox"/> Personal/Social Skills: The Missing Link in Prevention Curricula (9)</p> <p><input type="checkbox"/> Minnesota Smoking Prevention Program (9)</p> <p><input type="checkbox"/> Tobacco Cessation Classes</p> <p><input type="checkbox"/> Smokeless Saturday School</p> <p><input checked="" type="checkbox"/> Unity Forum/Hate Crime Prevention Workshop (9-12)</p> <p><input type="checkbox"/> Violence Intervention Support Group (alternative-to-suspension program provided by site counselors) (9-12)</p> <p><input checked="" type="checkbox"/> Youth Development/Asset Development/Peer Leadership (i.e., Friday Night Live clubs, SADD clubs, etc.)</p> <p><input checked="" type="checkbox"/> Law enforcement personnel on campus (912)</p> <p><input type="checkbox"/> Insight Class (alternative-to-suspension program provided by site counselors) (9-12)</p> <p><input checked="" type="checkbox"/> Extra curricular activities that serve as focal point for prevention education or as culmination or kick-off for ongoing campaign (i.e., Red Ribbon Week, Great American Smokeout, Violence Prevention Week, etc.)</p>	<p>8-25-08- 4-1-09</p>	<p>CURRICULA, ASSEMBLY MATERIALS, BUS/TRANSP</p>	<p>\$TBD</p>	<p>Cat block grant revenue</p>
<p>Involvement of staff, parents and community: (including interpretation of student assessment results to parents). Public reporting of California Healthy Kids Survey data. Parent and community involvement in program planning.</p>	<p>8-25-08- 4-1-09</p>	<p>flyers</p>	<p>\$TBD</p>	<p>Cat block grant revenue</p>

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Involvement of staff, parents and community: (including interpretation of student assessment results to parents). Public reporting of California Healthy Kids Survey data. Promotion of Developmental Asset Approach.</p>	<p>8-25-08- 4-1-09</p>	<p>printing of flyers and results</p>	<p>\$TBD</p>	<p>Cat block grant revenue</p>
<p>Auxiliary services (for parents and students): Site Specific Events and Activities.</p>	<p>8-25-08- 4-1-09</p>		<p>\$</p>	<p>Cat block grant revenue</p>
<p>Monitoring program implementation and results: <i>California Healthy Kids Survey.</i> <i>Curriculum assessments.</i></p>	<p>8-25-08- 4-1-09</p>		<p>\$</p>	<p>Cat block grant revenue</p>

SECTION SIX: ADDITIONAL COMPLIANCE ITEMS

INSERT BUDGET PAGES

ART AND MUSIC BLOCK GRANT AB 1811

**2008-09 PLAN
Resource 6760**

The three basic uses for within the school day arts education include:

- Professional Development generalist teachers and single subject teachers of dance, music, theatre and visual arts instruction
- Hiring credentialed NCLB compliant dance, music, theatre and visual arts teachers
- Standards-based learning, instructional supplies, books and equipment

Description of Specific Improvements “Scientifically Research-Based” Actions to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
We will not receive these funds			\$NA	Music/Art

UNFUNDED PROJECTS

The following “Scientifically Based Research” actions may be implemented if funding becomes available. This funding should not be used for personnel.

1-E/LA 2-MATH	Prioritize	Description of Action	Funds to be Used	Estimated Amount
2- 1 FTE	1	Hire 1 math FTE	revenue	\$ 65,000.00
				\$
				\$
				\$
				\$
				\$
				\$
				\$

Description of Centralized Services		
Funding Source	Direct Support from Centralized Services	Description of the Specific Services to be Provided
EIA – LEP	\$	<p>English Language Services Translator/Interpreter:</p> <ul style="list-style-type: none"> • Provide interpretation services for all site meetings. <ul style="list-style-type: none"> • Individualized Education Plan Meetings • Student Study Team Meetings • English Learner Advisory Committee Meetings • Parent/Teacher Conferences • Family Event Nights • PTA Translations • Guidance Counsel Meetings • Phone Calls to Parents for Teachers and Speech Therapists • Parent Link Messages • Special Education assessments including Woodcock Johnson Bateria and Speech Assessments • Provide written translation for all site documents <ul style="list-style-type: none"> • Newsletters and Parent Communications • Handbooks • Individualized Education Plans including specialist reports • PowerPoint Presentations <p>Language Assessment Center and District Language Evaluators:</p> <ul style="list-style-type: none"> • Administration of initial language fluency testing <ul style="list-style-type: none"> • Initial assessment of students in English • Initial assessment of students in Spanish • Maintain records of CELDT results for all EL students • Maintain accurate records of ELL, Fluent English Proficient (FEP) Students, Reclassifications and monitoring of progress of reclassified students • Obtain and provide assessment information for new and transferring students, students to schools and other districts • Guide and finalize the reclassification process district-wide • Monitor and confirm Follow-up process of reclassified students • California English Language Development Test (CELDT): <ul style="list-style-type: none"> • Order tests on line for each school • Attend training for trainers and train other assessors • Train site ELD coordinators in test administration and requirements • Conduct and monitor test administration at all sites

Description of Centralized Services		
Funding Source	Direct Support from Centralized Services	Description of the Specific Services to be Provided
		<ul style="list-style-type: none"> • Direct and monitor receipt, packaging and mailing of annual tests • Assist sites with data clean ups and preparations for CST pre id labeling
Title I 10%	\$	<p>Professional Development Director and Staff:</p> <p>New Teachers</p> <ul style="list-style-type: none"> • Provide new teachers with clear expectations for classroom management, lesson planning, and standards-based instruction <ul style="list-style-type: none"> • BTSA Induction • Continue to provide added support for new teachers through ongoing communication with their district PAR or BTSA support providers • Utilize district professional development opportunities to ensure new teacher understanding of classroom management, lesson planning, and standards-based instruction <ul style="list-style-type: none"> • Direct Instruction • Continue to encourage teachers to attend district-level in-services which include strategies for growth in content knowledge, instructional delivery models, effective use of core text books, and using assessment to form instruction <ul style="list-style-type: none"> • Textbook Adoption, K-12 follow up • Special Education Training, K-12 • Coaching, Strategy Focused Coaching <p>Veteran Teachers</p> <ul style="list-style-type: none"> • Continue to encourage teachers to attend district level in-services that include strategies for growth in content knowledge, instructional delivery models, effective use of core text books, and using assessments to form instruction, grade level evaluation of student work samples, and principal evaluation to determine program effectiveness and to focus goals for teacher and program improvement <ul style="list-style-type: none"> • SDAIE/English Now • Textbook Adoption, K-12 follow up • Peer Assistance Review (P.A.R.) • Coaching, Strategy Focused Coaching • Direct Instruction • Plan future training based on needs identified through needs assessments, observations, and data • Focus budget expenditures to support reading/language arts and mathematics goals • Provide appropriate intervention materials for tutoring identified students and training • Provide opportunities for staff to participate in staff
Title IV SDFSC	\$	
SLIBG 5%	\$	
EIA 5%	\$	
GATE 5%	\$	
TOTAL	\$	

Description of Centralized Services		
Funding Source	Direct Support from Centralized Services	Description of the Specific Services to be Provided
Title I	\$	<p>development, conferences, workshops, etc.</p> <ul style="list-style-type: none"> • Technology Training, K-12 • Professional Learning Communities • Life Skills • Positive Prevention (HIV/STD) • Curriculum Support • Step Up to Writing • Direct Instruction • English/Language Arts Intervention Programs • Targeted Professional Development • Provide training in Step Up to Writing including supplementary materials as funds are available • Utilize the expertise of Bonnie Russell-Hunt as a district consultant to develop improved strategies for our Special Education program Improvement Process, K-12 • Include staff, parents, and community in the process of ongoing monitoring and assessment of program effectiveness • Provide substitutes as needed for staff to attend in-services, conferences, and trainings <ul style="list-style-type: none"> • AB 430 • SB 472 • SDAIE/English Now • A Framework for Poverty <p>Classified</p> <ul style="list-style-type: none"> • Technology • Customer service • Leadership • Other professional development as suggested <p>Coordinator State and Federal Programs</p> <ul style="list-style-type: none"> • Program Improvement Letter • Grade/Department Level Standards for Parents • EADMS/Adrylan/OARS (RF 4th & 5th grades) Red School House and Hemet Elementary (K-5th grades) • Print Benchmarks • RCOE Program Improvement Contract • Parent Link • P.R.I.C.E. Parenting • Key Data Systems (Reports)

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan 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 council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Karen Pinneo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holly Necochea	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheryl Miller	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tom Seider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jenny Trobaugh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rex Comer	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicholas Seider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kaisha Beatty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dave Hunt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Robert Russo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	2	2	3	2

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

For schools participating in the Immediate Intervention/Under-performing Schools Program, the local governing board must appoint a "broad-based schoolsite and community team" (Education Code 52054(a)). The board may meet this requirement in either of the following ways:

- Add one or more "non-schoolsite personnel" to an existing school site council to form the "school site and community team"; or
- Appoint a "school site and community team" unrelated to the membership of the school site council. It is important to accurately determine the board's policy before proceeding with the school planning process.

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply)*:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other *(list)*
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: _____

Attested:

<u>Karen Pinneo</u>		
Typed name of school principal	Signature of school principal	Date
<u>Tom Seider</u>		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

INSERT SIGNED SCHOOL SITE COUNCIL MINUTES SIGNATURE PAGE



School Site: HAAAT Charter School

SECONDARY PARENT - SCHOOL COMPACT

Staff Pledge

As a teacher I will:

- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Provide high quality curriculum, instruction, and leadership.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitable and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through written notices, phone calls, conferences, and home visits.
- Provide assistance to families on what they can do to support their child's learning.
- Respect the school, staff, students, and families.

Principal's Signature

Teacher's Signature

Date

Student Pledge

As a Student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school discipline policy, dress code, and class rules.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.

Student's Signature

Date

Family/Parent Pledge

As a Parent/Guardian I will:

- Talk to my child regularly about the value of education.
- Monitor TV viewing, electronic game playing, and text messaging, and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline policy and dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House, and Back-to School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Respect the school, staff, students, and families.

Parent/Guardian Signature

Date

Nombre de la Escuela: HAAAT Charter**CONVENIO ENTRE PADRES Y ESCUELA SECUNDARIA****Promesa del personal docente****Como maestro/a voy a:**

- Comunicarles a todos los estudiantes las altas expectativas.
- Hacer lo posible para motivar a mis estudiantes a aprender.
- Enseñar e involucrar a los estudiantes en clases que sean interesantes y presenten un reto para ellos.
- Proveer currículo, instrucción y liderazgo de alta calidad.
- Participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y que apoyen la formación de trabajar en asociación con las familias y la comunidad.
- Hacer cumplir las reglas justamente y que los estudiantes formen parte en crear un ambiente placentero y seguro.
- Comunicarme regularmente con las familias para tenerlos al tanto del progreso de los estudiantes en la escuela por medio de notas escritas, llamadas por teléfono reuniones y visitas al hogar.
- Ofrecer ayuda a las familias en como poder apoyar el aprendizaje de sus niños/as.
- Respetar el plantel escolar, personal docente, estudiantes y familias.

Firma del Director/a_____
Firma del Maestro/a_____
Fecha**Promesa del estudiante****Como estudiante voy a:**

- Creer en que puedo aprender y yo aprenderé.
- Leer por lo menos 30 minutos, cinco días a la semana.
- Ser puntual a clase, preparado para estudiar y con las tareas completas.
- Hacer tiempo todos los días para completar mi tarea.
- Conocer y seguir las normas de disciplina de la escuela, código de la vestimenta y reglas de la clase.
- Hablar con mis padres y maestros regularmente acerca de mi progreso en la escuela.
- Respetar mi escuela, compañeros, personal docente y familias.

Firma del estudiante_____
Fecha**Promesa de la familia/padre****Como padre/tutor voy a:**

- Hablar con mi niño/a acerca del valor de la educación.
- Supervisar el tiempo de ver la televisión, jugar con los juegos electrónicos, mandar mensajes en el celular, y asegurarme que mi niño lea todos los días.
- Asegurar que mi niño/a asista a clase todos los días, que sea puntual y con la tarea completa.
- Apoyar las normas de disciplina de la escuela y el código de la vestimenta.
- Supervisar el progreso de mi niño/a de la escuela.
- Hacer todo el esfuerzo para asistir a todos los eventos escolares, como conferencias de padres y maestros, visitas anuales a los salones de clase y noche de regreso a la escuela.
- Asegurar que mi niño se acueste temprano, tenga atención médica adecuada y nutrición apropiada.
- Respetar el plantel escolar, personal docente, y familias.

Firma del Padre/Tutor_____
Fecha

Hemet Academy of Applied Academics and Technology (Insert School Logo)

AR 6020(I)

PARENT INVOLVEMENT (continued)**HAAAT School****District Strategies for Non-Title I Schools**

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum, Family Tree Learning Center will:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

AR 6020(m)

PARENT INVOLVEMENT (continued)

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
 - b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
 - c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
 - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
 - e. Develop mechanisms to encourage parent/guardian input on district and school issues
 - f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate parent involvement programs into school plans for academic accountability

The Superintendent or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians in school planning processes

Regulation
Approved: January 9, 2007

HEMET UNIFIED SCHOOL DISTRICT
Hemet, California