

Single Plan For Student Achievement

For School Year 2007-08

La Cumbre Junior High

CDS Code: 42-69286-6060040

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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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District: Santa Barbara High

The District Governing Board approved this revision of the School Plan on 11/5/2007

Single Plan For Student Achievement

About this School

Mission:

La Cumbre Junior High School, in partnership with parents and the community, will provide professional instruction and guidance so that students will:

- . achieve academic excellence;
- . understand and respect diversity;
- . balance individual interests and civic responsibilities;
- . participate in an increasingly technological society;
- . take responsibility for their own learning and development.

We believe that school improvement and enhanced student achievement begins with a philosophical orientation that quality education must include success for all students and be built on principles of equality and a respect for human diversity. La Cumbre Junior High School holds these values:

- . It is every students and teachers right to have a physically and emotionally safe, positive learning/working environment. Students and staff have a right to learn/work in a setting free from harassment and discrimination based on their race, religion, color, gender, national origin, or sexual orientation.
- . A commitment to a standards-based educational system assures educational excellence for all students.
- . A commitment to equity ensures that all students develop the knowledge and skills needed to participate effectively in community life as workers, citizens, parents, leaders, and role models for future generations.
- . A systemic approach to school improvement, addressing a wide range of variables in the educational environment (e.g. governance, finance, staff development, teaching practices, assessment, and outreach), increases a schools capacity to foster the maximum achievement of all students.

La Cumbre Junior High School is Santa Barbara's oldest intermediate school. It first opened in 1928 as a junior high school serving grades 7-9. Today, after serving from 1993 until 2002 as a middle school, La Cumbre now serves grades 7-8. Over the last 78 years, more than 30,000 students have graduated from our school.

La Cumbre is a standards-driven and standards-based school with high expectations for all students and a comprehensive support program. Teachers use sound instructional strategies to meet the differing needs of their students. Programs that provide students with individualized instruction include Pre-AP/college bound, Gifted and Talented, Core Knowledge, Special Day/Resource, and English Language Development. All students receive opportunities to pursue individual interests and build and promote positive character traits through health education, associated student body, after school activities that include sports and dance, and elective courses such as performing arts, band and instrumental music, industrial technology, and foreign languages. With over 175 computers available on campus for students and teachers, La Cumbre uses technology as a vital component to its educational focus working in conjunction with content classes to enhance learning. Three computer labs and a bank of reference computers in the library provide ample opportunity for students to integrate technology skills into their daily routine. Students have access to the labs and the library before, during, and after school for compiling research or accessing references and information.

La Cumbre teachers, academic counselors, administrators, and support staff (which includes a Healthy Start family liaison, a mental health school based counselor, a youth service specialist, a health assistant, four office personnel, four food service workers, eight classroom aides, and a computer technician) exhibit strong work ethics and dedication to students. Their commitment inspires confidence in our families that their children are receiving the necessary skills to become healthy, well adjusted, and productive individuals.

Analysis of Current Educational Practice

1. Alignment of curriculum, instruction and materials to content and performance standards:

Our Language Arts, Math, Science and Social Studies curricula, instruction and materials are aligned to California Content Standards as adopted by the Santa Barbara High School District. Instructional strategies support student mastery of the standards. Instruction is informed, modified, and differentiated by teachers through the process of grade level and subject matter teacher analysis of student performance on continuous monitoring and benchmark assessments.

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2. Availability of standards-based instructional materials appropriate to all student groups:

California Content Standards-based instructional materials (textbooks and supplementary materials) are available to all student groups. All programs in use have extensive accommodations for meeting the instructional needs of special student populations, including English learners, at-risk students, special education students, and gifted and talented students

3. Alignment of staff development to standards, assessed student performance and professional needs:

The focus of staff development at La Cumbre in 2007-2008 will be:

- 1) the differentiation of instruction to meet the needs of students at all levels;
- 2) implementation of specific strategies to address the needs of EL students;
- 3) Meet regularly in Professional Learning Communities to collaborate on best instructional practices, grading practices and rubrics, and meet to address #s 1 and 2.

All of these staff development programs are aligned to the California Content Standards, assessed student performance, and the professional needs of the staff.

Additional release time is provided monthly for departments to meet for a block of 2 1/2 hours on standards, assessments, student performance, and best instructional practices.

4. Services provided by the regular program to enable under-performing students to meet standard:

All teachers implement standards-based instructional materials. The District-adopted materials address the needs of diverse learners, including underperforming students. During initial instruction, teachers use the explicit instructional strategies and techniques built into the programs to address the needs of these students. Teachers additionally use the components of the programs designed as stand-alone intervention tools for at-risk students. In addition to the regular program at La Cumbre, the following services are provided: 1) All students who score Below Basic or Far Below Basic are enrolled in an extra period of reading/ELD instruction. Students who are identified as English Learners at a level of 1 or 2 are provided instruction in English Language Development instruction using High Point Reading; and 3) All English Learner students who scored a 3 or 4 on the CELDT are enrolled in classes that use SDAIE instructional strategies as well as differentiated instruction using supplemental material from the ELA Holt adoption.

Students at the below basic and far below basic level are also placed in smaller classes.

Additional services provided include Reconnecting Youth, Cal-SOAP tutors and daily SSR (sustained silent reading) for 20 minutes.

5. Services provided by categorical funds to enable under-performing students to meet standards:

La Cumbre Junior High School provides supplemental services to students and families to enable underperforming students to meet the standards, including:

Before and After School CAHSEE classes time before and after school from credentialed teachers to receive supplemental instruction, receive assistance with unfinished classwork, complete homework assignments, etc.

Technology Support: a computer technician who supports the Accelerated Reader and Let's Go Learn programs and enables underperforming students to receive training, learning, and support in academic content classes as well as technology.

Music & Theater Arts fine arts staff who support the standards through music and theater arts for English Learners and underperforming students.

Counseling Time additional counseling staffing to meet with students and parents and counsel on the priority of education, scheduling issues, and student and family resources. This additional time also provides additional monitoring of EL and underperforming students. Additional counseling time also supports the social and emotional needs of underperforming students.

Staff Development opportunities for Teachers and Support Staff in Reading, English, Math, and Science to support the best practices in instruction.

Field Trips to provide the experiential background for low income and limited English students.

Supplemental Materials to provide students with supplementary materials and learning tools, such as books, calculators, parent communications, and handouts that support learning.

Additional Support Staff, tutors, and an Americorps member assist underperforming students during in-class and supplemental instruction.

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6. Use of the state and local assessments to modify instruction and improve student achievement:

Both state and local assessments are used to inform instruction and to address individual student gaps in academic performance. Each year, principals analyze state and local assessment results to determine an action plan for improvement.

Teachers use state and local assessments to determine at-risk students, and develop interventions that support improving student achievement. Teachers meet in PLC's with the site administrator to discuss results, share best practices, modify instruction, and determine interventions to implement for specific students. Administration monitors effective implementation of standards-based programs and progress of students through observation, meetings, and monitoring student progress. La Cumbre maintains a homework monitoring system that informs teachers and students weekly missing homework assignments. This is an integral component in changing school climate and expectations that result in improved student achievement and meeting AYP.

Assessments include district Holt, High Point and Algebra benchmarks, CELDT, SABE, CST, CAT 6, 7th Grade Writing Test, Cal Poly SLO Diagnostic Math Testing, focus tests from adopted curriculum materials, and local standards based focus assessments. Special Education students are tested annually with the Woodcock-Johnson III to determine progress and modify goals and instruction.

7. Number and percentage of teachers in academic areas experiencing low student performance:

With the exception of teachers providing academic instruction in the Gifted and Talented Program, 100% of teachers instruct in academic areas experiencing low student performance. Students are clustered into learning communities, and students performing at low levels are concentrated in the Liberal Arts-College Prep community and further performance grouped within the community in order to provide specific, dedicated instruction of the standards.

8. Family, school, district and community resources available to assist these students:

Academic resources: our Homework Clubs provides students with voluntary or mandatory after-school homework assistance and tutoring. The CBET evening tutorial program teaches parents English and provides academic tutorial and homework assistance. La Cumbre's after school state ASES grant also provides academic tutorial. Health & Welfare resources: Assigned staff provide La Cumbre families with a wide range of medical, dental, and social welfare services available locally. La Cumbre has a Medi-Cal counselor who provides social/emotional support for full scope Medi-Cal students. Our community partners (Cottage Hospital, McDonalds, Santa Barbara Rotary North, Earl Warren Showgrounds, and Southern California Gas Company) provide fund raising opportunities, monetary gifts, and in-kind services that support incentive programs for our students.

Additional resources include:

PTA, ELAC, School Site Council, ASB, Cal-SOAP and AVID

UCSB early academic outreach

CALM

MISC

Fighting Back/YSS

Student Study Team

SB Parks & Recreation

Teen Court

Boys and Girls Club

Police Activities League

Americorps

9. School, district and community barriers to improvements in student achievement:

As a low-income, high English Learner school, La Cumbre Junior High School has many barriers to improving student achievement. The greatest barrier is time. With the school day being shorter than both the elementary or high school day, students have insufficient time for needed pre-teaching, reteaching, repetition and practice, an integral component for second language learners. Also, interventions are expensive, and La Cumbre Junior High School has limited supplemental funds due to low enrollment.

Much of the La Cumbre teaching staff is new to the school, and we have been working with the Santa Barbara County Office of Education to provide staff development, especially strategies for English Learners.

Finally, we receive a significant number of students from our feeder elementary school who are severely at risk and below proficiency levels. The 2 years of junior high school represent a very short span of time to effect significant growth.

Single Plan For Student Achievement

10. Limitations of the current program to enable under performing student to meet standards:

Given the barriers listed above, La Cumbre Junior High School La Cumbre underwent a complete reorganization that began in August of 2005 to institute systemic and instructional reforms to meet its challenges and improve student achievement. Insufficient funding and new class size caps inhibit the school's ability to implement needed reforms for all students.

Single Plan For Student Achievement

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

La Cumbre made federal AYP in all 21 AMO's for the first time in 9 years, both in ELA and Math. In addition, the state API for La Cumbre grew by 47 points. This data validates the current systemic and instructional reforms that La Cumbre has implemented over the past 2 years.

Conclusions from Parent, Teacher and Student Input

All stakeholders at La Cumbre are excited and very satisfied with La Cumbre's student performance on the spring 2007 STAR testing. Their desire is to maintain current academic and supplemental programs as well as continuing growth to meet new higher federal benchmarks for AYP in 2008.

School Goals for Improving Student Achievement

English Language Development

Improve EL Proficiency

All EL students will reach proficiency in English and Math.
Increase by 10% the number of EL students reclassified by monitoring EL progress using Let's Go Learn benchmarks for individual growth and Holt and High Point benchmarks for individual and group growth.

Mathematics

Improve Math Proficiency

Increase scale score of students in math by 15 points. Increase the percentage of students in Algebra classes in 8th grade by 10% annually.
Increase the representation of EL students in Algebra classes by 10% annually

Other

Meet SpEd IEP Goals

Special Education students will meet their IEP goals, making progress towards proficiency in English and Math.

Reading/Language Arts

Improve Eng. Proficiency

Improve performance of students in ELA to proficient or better on CST incrementally by 1 performance level or more per year.

School Climate

School Climate & Safety

Enhance school climate & academic culture.
Provide safe and drug-free environment for students & staff.
Promote health & safety awareness for students & staff.
Promote tolerance for diversity.
Opportunities for parent involvement that promotes a sense of community and school spirit.
YSS will implement "Too Good for Drugs & Violence" curriculum.

Planned Improvements in Student Performance

Single Plan For Student Achievement

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 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, and students with exceptional needs. 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: Improve EL Proficiency

Goal Statement

All EL students will reach proficiency in English and Math.
Increase by 10% the number of EL students reclassified by monitoring EL progress using Let's Go Learn benchmarks for individual growth and Holt and High Point benchmarks for individual and group growth.

Student Group

English Learners

Performance Gains

1 CELDT level per year
1 or more proficiency levels on CST per year
50% proficiency on first benchmark.
75% proficiency on final benchmark.
10% individual performance gain per semester on Let's Go Learn "Reading First" skills and Math/Pre-Algebra/Algebra skill sets.
Meet grading requirement of reclassification criteria
10% per quarter increase on all benchmarks.

Means Evaluating

CELDT test
Grades
CST scores
Holt Benchmarks
High Point Benchmarks
Let's Go Learn English & Math Assessments
ELD PLC to analyze data monthly to inform instruction

Group Data

CELDT
CST
Grades
Benchmarks
Let's Go Learn

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

CELDT Coordination

Means of Achievement: Monitoring program implementation and results

Tasks: Coordinate CELDT testing and distribution of results
 Coordinate CELDT information by class to teachers
 Monitor annual notifications to parents
 Conduct CELDT testing

Measures: Meeting Statutory Deadlines for CELDT & LAS
 Annual notification compliance

People Assigned: CELDT Coordinator

Start Date: 8/27/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
English Language Acquisition Program (ELAP)	Personnel	\$9,216.00

EL Coordination

Means of Achievement: Staff development and professional collaboration

Tasks: Provide leadership for EL instruction
 Coordinate meetings & agendas of EL teachers
 Observe EL instruction
 Peer Coaching

Measures: Monitor departmental implementation of 20 minutes per day by CELDT level
 PLC Agendas & Minutes for data-informed instruction and common lesson planning for ELD, High Point & Holt
 Peer coaching logs & improvement plans

People Assigned: EL Coach

Start Date: 8/28/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Personnel	\$2,000.00
English Language Acquisition Program (ELAP)	Personnel	\$1,253.00

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Home School Connection

Means of Achievement: Auxiliary services for students and parents

Tasks: Provide information to parents regarding school activities and events
Conduct conferences with students/parents regarding proficiency and performance
Monitor progress of EL students
Coordinate newsletter to parents in Eng/Spanish
Coordinate schedules for Student Study Team & Translation
Coordinate orientation programs for EL students/parents
Coordinate/conduct school tours for EL students/families

Measures: Monitor parent participation at conferences
Monitor newsletters and notices to parents
Monitor bilingual information to parents
Monitor participation of parents in school activities, such as Back to School Nite, Orientation, parent nites, etc.
Record tours given to parents in English or Spanish
Monitor Student Study Team minutes

People Assigned: Home-School Connection Clerk

Start Date: 8/15/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Personnel	\$4,000.00

Language Support for Students

Means of Achievement: Staff development and professional collaboration

Tasks: Provide coaching and staff development for teachers of EL students in Honors & GATE

Measures: Agendas and minutes for staff development
Monitor classrooms using Dutro checklist
Monitor grades of EL's in Honors & GATE classes

People Assigned: EL Coach

Start Date: 8/28/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
English Language Acquisition Program (ELAP)	Personnel	\$7,000.00

Single Plan For Student Achievement

Monitor EL proficiency

Means of Achievement: Monitoring program implementation and results

Tasks: Monitor and adjust placement of EL's
Monitor grades and progress of EL's

Measures: Monitor placement changes for EL students
Monitor grades of EL students

People Assigned: Counselors

Start Date: 8/28/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Title III Compliance

Means of Achievement: Monitoring program implementation and results

Tasks: Maintain redesignation records
Maintain communication with parents & students regarding CELDT results and redesignation criteria

Measures: 100% compliance of Title III

People Assigned: Title III Compliance Clerk

Start Date: 8/28/2007

End Date: 9/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title III, Language Instruction for Limited English Proficient Students	Personnel	\$3,000.00

SBCEO Staff Development

Means of Achievement: Alignment of instruction with content standards

Tasks: SBCEO provides staff development related to instruction to English Learners in SIOP
SBCEO provides staff development on PLC's.

Measures: High point and Holt Benchmarks
PLC Agendas and Minutes
Dutro Checklist

People Assigned: SBCEO contract

Start Date: 8/23/2007

End Date: 6/15/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Teacher Collaboration

Means of Achievement: Staff development and professional collaboration

Tasks:	Release teachers for collaboration on EL standards and implementation Provide Staff Development for EL teachers Provide peer observation, team teaching, lesson modeling
Measures:	High Point & Holt Benchmarks 1 CELDT level per year 1 or more proficiency levels on CST per year 50% proficiency on first benchmark 75% proficiency on final benchmark 10% per quarter increase on all benchmarks 10% individual performance gain per semester on Let's Go Learn "Reading Firt" skills Meet grading requirement of reclassification criteria
People Assigned:	EL teachers
Start Date:	8/14/2007
End Date:	6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	Substitutes, Hourly	\$2,000.00

Translation

Means of Achievement: Auxiliary services for students and parents

Tasks:	Translate class and school notices to parents
Measures:	Monitor Bilingual communications to parents
People Assigned:	Translator
Start Date:	8/15/2007
End Date:	6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title III, Language Instruction for Limited English Proficient Students	Personnel	\$750.00

Single Plan For Student Achievement

Reading/ELD Instruction with Reduced Class Size

Means of Achievement: Extended learning time

Tasks: Reduce class size for at-risk students in English
Provide additional period of Reading for at-risk students

Measures: AR Reading Records
High Point & Holt Benchmarks'
1 CELDT level per year
1 or more proficiency levels on CST per year
50% proficiency on first benchmark
75% proficiency on final benchmark
10% per quarter increase on all benchmarks
10% individual performance gain per semester on Let's Go Learn "Reading Firt" skills
Meet grading requirement of reclassification criteria

People Assigned: English/ELD Teachers

Start Date: 8/27/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Pupil Retention Block Grant	Personnel	\$16,000.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Personnel	\$6,000.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Personnel	\$21,897.00

ELAC Coordination

Means of Achievement: Auxiliary services for students and parents

Tasks: Recruit & outreach to EL parents
Monitor & coordinate ELAC meetings
Maintain ELAC records

Measures: Monitor ELAC minutes and agendas
Monitor ELAc attendance logs
Monitor DELAC representation
Monitor for 100% Title III compliance

People Assigned: ELAC Coordinator

Start Date: 8/27/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Personnel	\$1,000.00

Single Plan For Student Achievement

Goal: Improve Math Proficiency

Goal Statement

Increase scale score of students in math by 15 points. Increase the percentage of students in Algebra classes in 8th grade by 10% annually.

Increase the representation of EL students in Algebra classes by 10% annually

Student Group

All students

Performance Gains

1 or more proficiency levels on CST per year

50% proficiency levels on CST per year

75% proficiency on final benchmarks

10% individual performance gain per semester on Let's Go Learn skills

10% per quarter increase on all benchmarks.

Means Evaluating

CST

Grades

Local Assessments

Algebra Benchmarks

Math PLC to analyze benchmarks and interim benchmarks monthly to inform instruction.

Group Data

CST scores

Grades

Local Assessments

Benchmarks

Let's Go Learn

Description of Specific Actions to Improve Educational Practice

Academic Tutorial at Lunch

Means of Achievement: Increased educational opportunity

Tasks: Academic math tutorial at lunch time & during day
Provide EL math support

Measures: Monitor attendance at tutoring sessions
Monitor math tutoring schedule
Monitor Let's Go Learn assessments for 10% individual gain per semester
Monitor local assessments: 90% will achieve 80% proficiency on weekly interim benchmark assessments.
10% who do not will attend supplemental intervention tutoring

People Assigned: Math Teachers
Tutors
Administration

Start Date: 9/15/2007

End Date: 6/15/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
Title III, Language Instruction for Limited English Proficient Students	Personnel	\$2,000.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Personnel	\$1,910.00

Math Tutors

Means of Achievement: Alignment of instruction with content standards

Tasks: Provide supplemental math tutorial to students
Provide supplemental EL support in math

Measures: Monitor attendance at tutoring sessions
Monitor math tutoring schedule
Monitor Let's Go Learn assessments for 10% individual gain per semester
Monitor local assessments: 90% will achieve 80% proficiency on weekly interim benchmark assessments.
10% who do not will attend supplemental intervention tutoring

People Assigned: Math Tutors
Math Department

Start Date: 8/15/2007

End Date: 7/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title III, Language Instruction for Limited English Proficient Students	Personnel	\$3,122.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Personnel	\$3,000.00

Teacher Collaboration

Means of Achievement: Staff development and professional collaboration

Tasks: Release time for collaboration of math standards and implementation
Provide staff development for math teachers
Provide peer observation, team teaching, lesson modeling

Measures: 1 or more proficiency levels on CST per year
50% proficiency on first benchmark
75% proficiency on final benchmark
10% per quarter increase on all benchmarks
10% individual performance gain per semester on Let's Go Learn math skills
Meet grading requirement of reclassification criteria

People Assigned: Math teachers

Start Date: 9/14/2007

End Date: 6/15/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
Title III, Language Instruction for Limited English Proficient Students	Substitutes	\$1,000.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Personnel	\$2,000.00

Single Plan For Student Achievement

Goal: Meet SpEd IEP Goals

Goal Statement

Special Education students will meet their IEP goals, making progress towards proficiency in English and Math.

Student Group

Special Education Students

Performance Gains

Successful meeting of gains as delineated on IEP.

Means Evaluating

- 1 or more proficiency levels on CST per year
- 50% proficiency on first benchmark
- 75% proficiency on final benchmark
- 10% per quarter increase on all benchmarks
- 10% individual performance gain per semester on Let's Go Learn "Reading Firt" and math skills
- Meet grading requirement of reclassification criteria
- 1 CELDT level per year

Group Data

- Grades
- Testing/Assessment reports
- Academic Evaluations
- Let's Go Learn benchmarks for individuals and group

Description of Specific Actions to Improve Educational Practice

Special Education Individualized Improvement Plans

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Purchase supplemental materials for EL special education students to meet ELD standards and IEP goals

Measures: Monitor IEP compliance for EL's in special education
Monitor progress on Let's Go Learn for increase of 10% on individual assessments
Monitor materials purchase for alignment with standards

People Assigned: Special Education Teachers & Department Chair
Principal

Start Date: 8/28/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Materials, Software	\$5,000.00

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SpEd Tutorial at Lunch

Means of Achievement: Increased educational opportunity

Tasks: Provide academic tutorial at lunch for Special Education students
Provide EL SpEd support

Measures: 1 or more proficiency levels on CST per year
50% proficiency on first benchmark
75% proficiency on final benchmark
10% per quarter increase on all benchmarks
10% individual performance gain per semester on Let's Go Learn "Reading Firt" skills
Meet grading requirement of reclassification criteria
1 CELDT level per year
10% per quarter increase on quarter benchmarks

People Assigned: Special Education teachers

Start Date: 9/1/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title III, Language Instruction for Limited English Proficient Students	Personnel	\$1,364.00

Single Plan For Student Achievement

Goal: Improve Eng. Proficiency

Goal Statement

Improve performance of students in ELA to proficient or better on CST incrementally by 1 performance level or more per year.

Student Group

All students

Performance Gains

1 CELDT level per year
1 or more proficiency levels on CST per year
50% proficiency on first benchmark.
75% proficiency on final benchmark.
10% individual performance gain per semester on Let's Go Learn "Reading First" skills and Math/Pre-Algebra/Algebra skill sets.
Meet grading requirement of reclassification criteria
10% per quarter increase on all benchmarks.

Means Evaluating

CELDT test
Grades
CST scores
Holt Benchmarks
High Point Benchmarks
Let's Go Learn English & Math Assessments
ELD PLC to analyze data monthly to inform instruction

Group Data

CELDT
CST
Grades
Benchmarks
Let's Go Learn

Description of Specific Actions to Improve Educational Practice

Individual & Small Group Support

Means of Achievement: Increased educational opportunity

Tasks: Provide supplemental reading assistance for below basic and far below basic students

Measures: Dibbles - Americorps Professional Measures

People Assigned: Americorps Member

Start Date: 8/23/2007

End Date: 6/15/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Personnel	\$7,500.00

AVID Extended Learning Opportunities

Means of Achievement: Increased educational opportunity

Tasks: Provide AVID field trips to extend/support content learning and standards

Measures: 11 essentials towards certification:

1. Recruitment

AVID student selection focuses on students in the middle (2.0 to 3.5 G.P.A. as one indicator) with academic potential, who would benefit from AVID support to improve their academic record and begin college preparation.

2. Voluntary Participation

AVID program participants, both students and staff, choose to participate.

3. Implementation

The school must be committed to full implementation of the AVID program, with the AVID year-long elective class available within the regular academic school day.

4. Rigor

AVID students are enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment.

5. Writing

A strong, relevant writing and reading curriculum provides the basis for instruction in the AVID elective class.

6. Inquiry

Inquiry is used as a basis for instruction in the AVID classroom.

7. Collaboration

Collaboration is used as a basis for instruction in the AVID classroom.

8. Tutors

A sufficient number of tutors are available in the AVID class to facilitate student access to rigorous curriculum.

9. Data

AVID program implementation and student progress are monitored through the AVID Data System, and results are analyzed to ensure success.

10. Funding

The school or district has identified resources for program costs, has agreed to implement AVID Program Implementation Essentials and to participate in AVID Certification. It has committed to ongoing participation in AVID staff development.

11. Site Team

An active interdisciplinary site team collaborates on issues of students access to and success in rigorous college preparatory courses.

People Assigned: Teachers
Administration

Start Date: 8/28/2007

End Date: 6/15/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
SIP/Library	Bus, Admission Fees	\$1,000.00

Provide Library Materials

Means of Achievement: Auxiliary services for students and parents

Tasks: Library materials for students to support Accelerated Reader Program

Measures: Monitor Library collection

People Assigned: Librarian

Start Date: 8/25/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
SIP/Library	Library Books & Materials	\$5,376.00
Title I, Part A, Basic Grants	Books, Materials	\$2,819.00

Teacher Collaboration

Means of Achievement: Alignment of instruction with content standards

Tasks: Release teachers for collaboration on EL standards and implementation
Provide Staff Development for EL teachers
Provide peer observation, team teaching, lesson modeling

Measures: High Point & Holt Benchmarks'
1 CELDT level per year
1 or more proficiency levels on CST per year
50% proficiency on first benchmark
75% proficiency on final benchmark
10% per quarter increase on all benchmarks
10% individual performance gain per semester on Let's Go Learn "Reading Firt" skills
Meet grading requirement of reclassification criteria

People Assigned: Teachers

Start Date: 9/14/2006

End Date: 6/15/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	Personnel	\$2,622.00

Single Plan For Student Achievement

Title I Coordination

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Provide leadership for EL instruction
 Coordinate meetings & agendas of EL teachers
 Observe EL instruction
 Peer Coaching
 Monitor Title I compliance

Measures: Monitor departmental implementation of 20 minutes per day by CELDT level
 PLC Agendas & Minutes for data-informed instruction and common lesson planning for ELD, High Point & Holt
 Peer coaching logs & improvement plans

People Assigned: Title I Coordinator

Start Date: 8/25/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Personnel	\$5,000.00

Increase Access to Technology

Means of Achievement: Auxiliary services for students and parents

Tasks: Implement Let's Go Learn lab before, during, and after school
 Develop and implement weekly TV bulletin to promote school climate
 Increase knowledge of web based computer applications for research, homework, and class assignments

Measures: 100% of EL Students (regular and special ed) will participate in Let's Go Learn lab and increase proficiency by 10% per quarter on program assessments.
 100% of students will use computer labs for research, homework, and class assignments as evidenced by lab logs.

People Assigned: Computer Lab Tech
 TV/Video Production Assistant

Start Date: 8/27/2007

End Date: 6/30/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Personnel	\$20,785.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Personnel	\$40,000.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Personnel	\$2,000.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Hardware & Software	\$4,891.00
SIP/Library	Hardware & Software	\$2,000.00

Single Plan For Student Achievement

Goal: School Climate & Safety

Goal Statement

Enhance school climate & academic culture.
Provide safe and drug-free environment for students & staff.
Promote health & safety awareness for students & staff.
Promote tolerance for diversity.
Opportunities for parent involvement that promotes a sense of community and school spirit.
YSS will implement "Too Good for Drugs & Violence" curriculum.

Student Group

All students

Performance Gains

Decrease by 6-10% the number of suspensions under 48900(k) per quarter
Increase attendance by 1% by June
Increase in La Cumbre student population by 5% per year
Increase parent/student/staff involvement by 10%
Decrease by 5% annually the use of tobacco, alcohol, drugs, and violence on the Healthy Kids Survey

Means Evaluating

Survey of parents, students, staff
Discipline records
Attendance rates
Healthy Kids Survey
Sign in sheets at parent meetings

Group Data

Surveys
Discipline records
Attendance records
Healthy Kids Survey student data

Description of Specific Actions to Improve Educational Practice

ASB Programs

Means of Achievement: Auxiliary services for students and parents

Tasks: Purchase materials and prizes for ASB programs and Renaissance (academic & citizenship rewards)
Compile grades and citizenship levels

Measures: Monitor number of students each quarter for Renaissance levels (Gold, Silver, Blue)
Monitor expense receipts for ASB programs & Renaissance

People Assigned: ASB Advisor
Principal
Principal's Secretary
Counselors

Start Date: 8/28/2007

End Date: 6/15/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
SIP/Library	Prizes, Materials	\$10,000.00

Counseling Activities for students

Means of Achievement: Auxiliary services for students and parents

Tasks: Provide counseling/guidance/strategies for students, groups of students, and classes

Measures: Examine Counseling log for number of students seen
Monitor discipline referrals for reduction of incidents

People Assigned: Medi-Cal Counselor
Administration

Start Date: 8/28/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Personnel	\$12,000.00
SIP/Library	Personnel	\$3,000.00

Disaster/First Aid Supplies

Means of Achievement: Auxiliary services for students and parents

Tasks: Purchase disaster and first aid supplies
Replenish expired consumables

Measures: Inventory disaster and first aid supplies for completeness
Monitor purchases of disaster supplies

People Assigned: Asst. Principal

Start Date: 8/28/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
SIP/Library	Materials	\$500.00

Single Plan For Student Achievement

Parent Coordinator

Means of Achievement: Auxiliary services for students and parents

Tasks: Resource coordinator for medical, dental, auxiliary services for parents & students
Healthy Start Resource Liasion

Measures: Monitor Referrals for services, including teen bell, medical & dental & counseling
Monitor Telephone log of parents requesting assistance
Compile Satisfaction Survey of school responsiveness

People Assigned: Parent Coordinator

Start Date: 8/15/2007

End Date: 7/30/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title III, Language Instruction for Limited English Proficient Students	Personnel	\$4,000.00
Title I, Part A, Basic Grants	Personnel, Materials	\$5,000.00

Parent Trainings/Academic Outreach

Means of Achievement: Involvement of staff, parents and community

Tasks: Provide parent trainings/guest speakers for ELAC or PTA
Provide refreshments for parents
Conduct academic showcases for parents/community (science, math, social studies, English)
Provide materials to construct displays

Measures: Compile Satisfaction Survey for school responsiveness
Monitor parent attendance at outreach events
Monitor expenses for project materials

People Assigned: Teachers
Administration
ELAC/PTA Representatives

Start Date: 8/28/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
SIP/Library	Personnel, Materials	\$1,250.00

Single Plan For Student Achievement

Promote Character, Tolerance & Positive Climate

Means of Achievement: Auxiliary services for students and parents

- Tasks:** Implement Character Counts program
Assemblies
Peer Leadership Program
No Place for Hate Activities
Implement ASB Activities & Renaissance Program
Create performing Drumline
Conduct Poster Contests
Celebrate accomplishments & inspire students to higher levels
- Measures:** Monitor Discipline Records for reduction in referrals
Compile Character Counts essays and select for awards
Monitor Parade participation by students, staff & parents
Monitor Hallway appearance for motivational messages, posters, etc.
Monitor character building assemblies
Monitor attendance at Peer Leadership Training and subsequent meetings & activities
Monitor expenses for materials & supplies
- People Assigned:** Asst. Principal
ASB Advisor
Music Teacher/Staff
Art Teacher
Principal
Peer Leadership Advisor
- Start Date:** 8/28/2007
End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Personnel	\$5,000.00

Community Outreach

Means of Achievement: Auxiliary services for students and parents

- Tasks:** Develop, implement parent welcome video
Develop, implement videos for Renaissance assemblies
Improve English through video
Supervise students through video production process
Purchase video and editing equipment
- Measures:** Production of Videos for students and parents
Increase enrollment in TV/Video production class by 5% by June
- People Assigned:** Video Tech
- Start Date:** 8/27/2007
End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Personnel	\$2,000.00
School Improvement Program	Equipment, Supplies	\$5,944.00

Single Plan For Student Achievement

Single Plan For Student Achievement

Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

English Language Acquisition Program (ELAP)

Program/Initiative Purpose	Amount
Funds to supplement regular school programs grades 4-8 and other related program services for English learner students.	\$17,469

Pupil Retention Block Grant

Program/Initiative Purpose	Amount
Pupil Retention Block Grant as part of AB825	\$16,000

SIP/Library

Program/Initiative Purpose	Amount
SIP/Library as part of AB825 Block Grant	\$23,126

Art & Music

Program/Initiative Purpose	Amount
	\$8,184

Title I, Part A, Basic Grants

Program/Initiative Purpose	Amount
To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.	\$70,104

Title II, Part A, Teacher & Principal Training & Recruiting

Program/Initiative Purpose	Amount
The purpose of Title II is to increase the academic achievement of all students by helping schools and districts (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.	\$4,622

School Improvement Program

Program/Initiative Purpose	Amount
Improve school response to educational, personal and career needs of all students.	\$7,944

Economic Impact Aid, English Learner Programs (EIA-LEP)

Program/Initiative Purpose	Amount
Develop fluency in English and academic proficiency of English Learners.	\$81,698

Title III, Language Instruction for Limited English Proficient Students

Program/Initiative Purpose	Amount
Provided by district staff from categorical funds allocated to the school through the Consolidated Application.	\$15,236

Single Plan For Student Achievement

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Ann Diamond	Parent	962-3757	11/5/2007
Arjun Sarkar	Parent	453-7688	11/5/2007
Cristina Marquez	Parent	687-0761	11/5/2007
Heather McBride	School	687-0761	11/5/2007
Jo Ann Caines/Jorge Fulco	Administration	687-0761	11/5/2007
Katie Pelle, Alt.	School	687-0761	11/5/2007
Laura Baker	School	687-0761	11/5/2007
Oscar Resendiz	Parent	453-1474	11/5/2007
Serena Kusserow	Community	687-0761	11/5/2007
Vikki Keosian	School	687-0761	11/5/2007

Single Plan For Student Achievement

Recommendations

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:

- | | Approval
Date |
|---|--------------------------|
| 1. School Site Council Members | |
| 2. Plan Review Due Date: | 11/5/2007 |
| 3. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law. | |
| 4. 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. | |
| 5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply): | |
| Special Education Advisory Committee | |
| Gifted and Talented Education Advisory Committee | |
| English Learner Advisory Committee | |
| School Site Council | |
| PTA | |
| School Staff | |
| 6. 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. | |
| 7. 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. | |
| 8. The school plan was adopted by the council on: | 11/5/2007 |
| 9. Public Notice Due Date: | 11/1/2007 |
| 10. District Governing Board Review Due Date: | 11/30/2007 |
| 11. School Site Plan Approved: | 11/5/2007 |
| 12. Attested by School Principal: | 11/5/2007 |
| 13. Attested by School Site Council Chairperson: | 11/5/2007 |

Attested:

Jo Ann Caines		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date