

SINGLE PLAN FOR STUDENT ACHIEVEMENT
SCHOOL YEAR 2010-2011

ALTERNATIVE EDUCATION PROGRAMS
SANTA CRUZ COUNTY OFFICE OF EDUCATION

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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MISSION STATEMENT

The Mission of the Alternative Education Program is to provide a safe, supportive learning environment for a diverse student population. Our specialized programs are designed to include standards-based instruction across the curriculum, with a focus on academic literacy, numeracy and technology. Through a continuum of services, we collaborate with community partners in order to build character and to teach social responsibility. We are committed to supporting students as they transition from high school to adulthood.

SCHOOL PROFILE

The Santa Cruz County Office of Education's Alternative Education Programs serve at-risk students in grades 6-12 at nineteen small school sites located throughout the county. Students are referred by local districts, probation departments, School Attendance Review Boards and social service agencies. The purpose of these programs is to identify and remediate the factors that have prevented students from succeeding in comprehensive school environments. Our programs focus on accelerating literacy and numeracy skills, and independent living and vocational skills. A strong emphasis is placed on building personal and social responsibility and the development of a positive self-concept. The program's content and structure are based on students' needs and it is success oriented.

INSTRUCTION

Dedicated teachers assist students to achieve social, vocational and academic success. They inspire students to develop to their greatest potential. Low student-to-teacher ratios in a variety of 6-12 educational environments provide ideal situations for learning to take place. Nineteen alternative education campuses provide individual, small group, and community-based instruction. The personalized approach allows students to develop the skills needed to continue to achieve.

ENRICHMENT

Students participate in numerous extracurricular activities that supplement the core academic program. Programs include: interscholastic sports, student wellness, community arts projects, work experience, service learning and fieldtrips. The inclusion of music, drama, poetry, video production, dance, and soft-form martial arts instill the confidence in students necessary to live a healthy lifestyle.

GRADUATION

The Alternative Education Program is accredited by the Western Association of Schools and Colleges (WASC). The curriculum is aligned to state frameworks and content standards. Two hundred credits are required for graduation, and requirements are closely aligned to those of the local comprehensive high schools. Students must also pass the California High School Exit Exam. Graduates go on to attend college, trade school, or they enter the world of work. Other students successfully transition back to comprehensive high school prior to graduation.

PARTNERSHIPS

The Alternative Education Program has formed numerous effective community partnerships that successfully support student programs. Community based organizations and government agencies help coordinate student services, administer grants and implement community projects. These interagency collaborations offer counseling, mentoring, drug and alcohol education, parent education, and wellness programs for teenagers.

ENROLLMENT

The Alternative Education Program serves students in need of a small school setting. Students are referred by local districts, School Attendance Review Boards, Social Services, or Probation.

SCHOOL ACCOUNTABILITY REPORT CARD

See Attached

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school in 2008-2009:

1. Alignment of curriculum, instruction, and materials to content and performance standards:
 - Character Based Literacy implementation at all sites
 - Character Based History and Science curriculum is available as well
 - CAHSEE Standards-aligned Mathematics programs in place
 - Content and performance standards-based lesson plans in all core subjects
 - It has been suggested that further work on content standard alignment take place this year, especially in the areas of math and English as they pertain to the California High School Exit Exam (CAHSEE).
2. Availability of standards-based instructional materials appropriate to all student groups:

- Standards-based materials are available for all significant sub-groups, including English Learners, Special Education Students, and gifted students.
 - Storage and distribution system for all materials
 - Sufficient textbooks for all students at all sites
 - It has been suggested that a review of materials in English and math be conducted this year to ensure sufficient core and intervention materials at all sites
 - It has been suggested that a review of materials in English Language Development be conducted this year to ensure sufficient materials for English Learners
3. Alignment of staff development to standards, assessed student performance and professional needs:
- Staff development training for Character Based Literacy
 - Staff development for Numeracy content and strategies
 - Staff development in Differentiated Instruction
 - Staff development in Vocational Education
 - Staff Development in Technology
 - Staff Development in teaching English learners
 - It has been suggested that staff development time be provided to allow teachers to collaborate on the evaluation of student writing.
 - Staff development based upon teacher needs and requests- also based upon student academic needs
4. Services provided by the regular program to enable underperforming students to meet standards:
- Differentiated Instruction
 - One-on-one as well as small group instruction
 - After school tutorial support in English Language Arts and Mathematics
 - It has been suggested that students might benefit from increased use of technology-based standards intervention programs capable of assessing and individualizing computer-based instruction
5. Services provided by categorical funds to enable underperforming students to meet standards:
- Paraprofessional support
 - Counseling
 - Vocational Education
 - Teen-aged Parenting (TAP) Program
6. Use of state and local assessments to modify instruction and improve student achievement:
- Data disaggregation from state assessments (CST, CAT/6, CAHSEE, CELDT) and analysis of significant subgroup performance.
 - STAR Renaissance Reading and Math assessments
 - Career Locker Vocational Assessment
 - CAHSEE Rubriced Student Writing Samples
 - CAHSEE Standards-based Diagnostic Test by *Conquering the CAHSEE*
 - It has been suggested that Alt. Ed. Purchase or create their own short placement tests in Reading, Writing and Math.

7. Number and percentage of teachers in academic areas experiencing low student performance:
 - All teachers have students who are functioning two or more years below grade level in reading and math based on pre/post test data at time of referral.
8. Family, school, district and community resources available to assist these students:
 - Individual and family counseling
 - Outreach and referral to health services, mental health services, Work Force Investment Program, and Healthy Families
 - CALSAFE Teen-Aged Parent Program
9. School, district, and community barriers to improvements in student achievement:
 - The need for a program-wide data system capable of disaggregating and analyzing student achievement data
 - Many students are adjudicated or have substance abuse problems
 - Many students have a history of poor attendance and poor academic achievement.
 - The added responsibilities and demands of teen parenting
 - High student mobility
 - Low self-esteem
10. Limitations of the current program to enable underperforming students to meet the standards:
 - Formative and summative assessment may not drive instruction at all sites
 - English learners as a subgroup are scoring below proficiency; all teachers are CLAD or SB395 certified, however additional staff development and review in ELD and SDAIE has been requested by teachers
 - Teachers have requested more training in mathematics instruction and in the integration of technology into the curriculum

STUDENT PERFORMANCE DATA SUMMARY
2010 ADEQUATE YEARLY PROGRESS (AYP)

AYP- COMMUNITY 2009/2010

Met Participation Rate		Met Percent Proficient or Above		Met API	Met Grad Rate
ELA	Math	ELA	Math	Yes/No	Yes/N/A
Yes/Yes	Yes/Yes	Yes/No	Yes/No		

AYP- COURT

Met Participation Rate		Met Percent Proficient or Above		Met API	Met Grad Rate
ELA	Math	ELA	Math	No/N/A	No/N/A
Yes/Yes	Yes/Yes	No/No	Yes/Yes		

AYP- COMMUNITY

2009/2010 AYP – ENGLISH LANGUAGE ARTS

STUDENT GROUPS	ENROLLMENT FIRST DAY OF TESTING	# OF STUDENTS TESTED	PARTICIPATION			PROFICIENT OR ABOVE		
			RATE	MET 2008 AYP CRITERIA	VALID SCORES	NUMBER	PERCENT	MET 2008 AYP CRITERIA
School wide	191/78	184/75	97%/97%	YES/YES	75/22	26/5	34.7%/22.7%	YES/NO
African-American	7/4	7/4	100%/	---	3/0	---/---	---/---	---
American-Indian or Alaska Native	2/1	2/1	100%/100%	---	1/0	---/0	---/---	---
Asian	1/0	1/0	---/---	---	0/0	---/---	---/---	---
Filipino	1/0	1/0	100%/---	---	0	---/---	---/---	---
Hispanic or Latino	83/38	81/36	98%/95%	YES/---	31/11	4/2	12.9%/18.2%	---
Pacific Islander	3/0	3/0	100%/---	---	1/0	---/---	---/---	---
White (Not of Hispanic Origin)	85/30	80/29	94%/97%	YES/---	35/10	18/3	51.4%/30%	---
Socioeconomically Disadvantaged	55/32	53/30	96%/94%	YES	22/9	3/1	13.6%/11.1%	---
English Learner	40/13	38/13	95%/100%	---	12/4	0/---	0%/---	---
Students with Disabilities	30/8	25/8	83%/100%	---	16/1	4/---	25%/---	---
Two or More Races	2	2	100%	---	0	---	---	---

AYP- COURT

2008/2009 AYP – ENGLISH LANGUAGE ARTS								
STUDENT GROUPS	ENROLLMENT FIRST DAY OF TESTING	# OF STUDENTS TESTED	PARTICIPATION		VALID SCORES	PROFICIENT OR ABOVE		
			RATE	MET 2008 AYP CRITERIA		NUMBER	PERCENT	MET 2008 AYP CRITERIA
School wide	31/23	27/22	88%/96%	YES/YES	10/6	---	---	No/No
African-American	1/0	1/0	100%/---	---	0/0	---	---	---
American-Indian or Alaska Native	0/0	0/0	---/---	---	0/0	---	---	---
Asian	1/0	1/0	100%/---	---	1/0	---	---	---
Filipino	0/0	0/0	---/---	---	0/0	---	---	---
Hispanic or Latino	19/22	16/21	85%/96%	---	7/5	---	---	---
Pacific Islander	0/0	0/0	---/---	---	0/0	---	---	---
White (Not of Hispanic Origin)	7/1	7/1	100%/100%	---	2/1	---	---	---
Socioeconomically Disadvantaged	9/16	9/15	100%/94%	---	1/4	---	---	---
English Learner	8/5	6/5	75%/100%	---	3/1	---	---	---
Students with Disabilities	5/3	5/3	100%/100%	---	3/2	---	---	---

AYP- COMMUNITY

2009/2010 AYP – MATH								
STUDENT GROUPS	ENROLLMENT FIRST DAY OF TESTING	# OF STUDENTS TESTED	PARTICIPATION		VALID SCORES	PROFICIENT OR ABOVE		
			RATE	MET 2008 AYP CRITERIA		NUMBER	PERCENT	MET 2008 AYP CRITERIA
School wide	191/77	185/76	97%/99%	YES/YES	78/22	19/1	24.4%/4.5%	YES/NO
African-American	7/4	7/4	100%/100%	---	3/0	---	---	---
American-Indian or Alaska Native	2/1	2/1	100%/100%	---	1/0	---	---	---
Asian	1/0	1/0	100%/---	---	0/0	---	---	---
Filipino	1/0	1/0	100%/---	---	0/0	---	---	---
Hispanic or Latino	83/38	79/37	96%/98%	YES/---	30/11	4/0	13.3%/0%	---
Pacific Islander	3/0	3/0	100%/---	---	1/0	---	---	---
White (Not of Hispanic Origin)	85/29	84/29	99%/100%	YES/---	39/10	13/1	33.3%/10%	---
Socioeconomically Disadvantaged	55/32	53/30	97%/97%	YES/---	22/9	2/0	9.1%/0%	---
English Learner	40/13	38/13	95%/100%	---	13/4	0/---	0%/---	---
Students with Disabilities	30/8	29/8	97%/100%	---	20/0	4/0	20%/---	---

AYP- COURT

2009/2010 AYP – MATH								
STUDENT GROUPS	ENROLLMENT FIRST DAY OF TESTING	# OF STUDENTS TESTED	PARTICIPATION		VALID SCORES	PROFICIENT OR ABOVE		
			RATE	MET 09/10 AYP CRITERIA		NUMBER	PERCENT	MET 09/10 AYP CRITERIA
School wide	31/23	27/15	88%/66%	YES/YES	8/3	---	---	YES/YES
African-American	1/0	1/0	100%/---	---	0/0	---	---	---
American-Indian or Alaska Native	0/0	0/0	---/---	---	0/0	---	---	---
Asian	1/0	0/0	0%/---	---	0/0	---	---	---
Filipino	0/0	0/0	---/---	---	0/0	---	---	---
Hispanic or Latino	19/22	17/14	90%/64%	---	6/2	---	---	---
Pacific Islander	0/0	0/0	---/---	---	0/0	---	---	---
White (Not of Hispanic Origin)	7/1	7/1	100%/100%	---	2/1	---	---	---
Socioeconomically Disadvantaged	9/16	8/12	89%/75%	---	1/3	---	---	---
English Learner	8/5	5/2	63%/40%	---	1/0	---	---	---
Students with Disabilities	5/3	4/2	80%/67%	---	2/1	---	---	---

ACADEMIC PERFORMANCE INDEX (API) COMMUNITY

2008 BASE API	2009 GROWTH API	2008- 2009 GROWTH	MET 2009 API CRITERIA	2009 BASE API	2010 GROWTH API	2009- 2010 GROWTH	MET 2010 API CRITERIA
552	620	68	YES	619	560	-59	NO

ACADEMIC PERFORMANCE INDEX (API) COURT

2008 BASE API	2008 GROWTH API	2008- 2009 GROWTH	MET 2009 API CRITERIA	2009 BASE API	2009 GROWTH API	2009- 2010 GROWTH	MET 2010 API CRITERIA
454	N/A	N/A	NO	N/A	N/A	N/A	N/A

**CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) 2009 GRADE 10 ONLY-
COMMUNITY**

SUBJECT	ALL STUDENTS		SPECIAL EDUCATION		ENGLISH LEARNERS		REDESIGNATED FLUENT-ENGLISH PROFICIENT		SOCIO-ECONOMICALLY DISADVANTAGED		NOT SOCIO-ECONOMICALLY DISADVANTAGED	
	# TESTED	PASSIN G	# TESTED	PASSIN G	# TESTED	PASSIN G	# TESTED	PASSIN G	# TESTED	PASSIN G	# TESTED	PASSIN G
MATH	116	68 59%	11	2 18%	18	5 28%	8	...	33	15 45%	59	42 71%
ELA	118	71 60%	13	46%	17	3 18%	9	...	32	13 41%	63	46 76%

**CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) 2010 GRADE 10
ONLY- COMMUNITY**

SUBJECT	ALL STUDENTS		SPECIAL EDUCATION		ENGLISH LEARNERS		REDESIGNATED FLUENT-ENGLISH PROFICIENT		SOCIO-ECONOMICALLY DISADVANTAGED		NOT SOCIO-ECONOMICALLY DISADVANTAGED	
	# TESTED	PASSIN G	# TESTED	PASSIN G	# TESTED	PASSIN G	# TESTED	PASSIN G	# TESTED	PASSIN G	# TESTED	PASSIN G
MATH	5	N/A	0	N/A	0	N/A	1	N/A	2	N/A	3	N/A
ELA	4	N/A	0	N/A	0	N/A	1	N/A	1	N/A	3	N/A

**CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) 2009
GRADE 10 ONLY- COURT**

SUBJECT	ALL STUDENTS		SPECIAL EDUCATION		ENGLISH LEARNERS		REDESIGNATED FLUENT-ENGLISH PROFICIENT		SOCIO-ECONOMICALLY DISADVANTAGED		NOT SOCIO-ECONOMICALLY DISADVANTAGED	
	# TESTED	PASSING	# TESTED	PASSING	# TESTED	PASSING	# TESTED	PASSING	# TESTED	PASSING	# TESTED	PASSING
MATH	17	8 (47%)	3	..	3	..	1	..	3	..	3	..
ELA	16	8 (50%)	4	..	3	..	1	..	5	..	3	..

**CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) 2009
GRADE 10 ONLY- COURT**

SUBJECT	ALL STUDENTS		SPECIAL EDUCATION		ENGLISH LEARNERS		REDESIGNATED FLUENT-ENGLISH PROFICIENT		SOCIO-ECONOMICALLY DISADVANTAGED		NOT SOCIO-ECONOMICALLY DISADVANTAGED	
	# TESTED	PASSING	# TESTED	PASSING	# TESTED	PASSING	# TESTED	PASSING	# TESTED	PASSING	# TESTED	PASSING
MATH	9	N/A	0	N/A	1	N/A	0	N/A	7	N/A	2	N/A
ELA	16	6 (38%)	3	N/A	2	N/A	0	N/A	11	4(36%)	4	N/A

CST- COMMUNITY SCHOOLS

CST 2009 ENGLISH-LANGUAGE ARTS								
GRADE/#ENROLLED/#TESTED	6/4/3		7/24/23					
	#	%	#	%				
ADVANCED	*	*	*	*				
PROFICIENT	*	*	*	*				
BASIC	*	*	*	*				
BELOW BASIC	*	*	*	*				
FAR BELOW BASIC	*	*	*	*				

CST 2010 ENGLISH-LANGUAGE ARTS								
GRADE/#ENROLLED/#TESTED	6/8/8		7/15/15					
	#	%	#	%				
ADVANCED	*	*	0	0%				
PROFICIENT	*	*	3	20%				
BASIC	*	*	3	20%				
BELOW BASIC	*	*	2	13%				
FAR BELOW BASIC	*	*	7	47%				

CST 2009 ENGLISH-LANGUAGE ARTS									
GRADE/#ENROLLED/#TESTED	8/38/37		9/71/70		10/122/122		11/183/180		
	#	%	#	%	#	%	#	%	
ADVANCED	7	19%	13	18%	7	19%	13	18%	
PROFICIENT	5	14%	11	15%	5	14%	11	15%	
BASIC	4	11%	18	25%	4	11%	18	25%	
BELOW BASIC	10	27%	15	21%	10	27%	15	21%	
FAR BELOW BASIC	11	30%	15	21%	11	30%	15	21%	

CST 2010 ENGLISH-LANGUAGE ARTS									
GRADE/#ENROLLED/#TESTED	8/48/48		9/95/93		10/96/91		11/232/222		
	#	%	#	%	#	%	#	%	
ADVANCED	6	13%	8	9%	6	7%	11	5%	
PROFICIENT	5	10%	18	19%	10	11%	16	7%	
BASIC	8	17%	14	15%	19	21%	44	20%	
BELOW BASIC	15	31%	25	27%	19	21%	40	18%	
FAR BELOW BASIC	14	29%	28	30%	37	41%	111	50%	

CST 2009 MATHEMATICS

(GRADE)	(6) MATH		(7) MATH					
	#	%	#	%				
ADVANCED	*	*	0	0%				
PROFICIENT	*	*	2	9%				
BASIC	*	*	3	13%				
BELOW BASIC	*	*	10	43%				
FAR BELOW BASIC	*	*	8	35%				

CST 2010 MATHEMATICS

(GRADE)	(6) MATH		(7) MATH					
	#	%	#	%				
ADVANCED	*	*	0	0%				
PROFICIENT	*	*	1	7%				
BASIC	*	*	2	13%				
BELOW BASIC	*	*	4	27%				
FAR BELOW BASIC	*	*	8	53%				

CST 2009/2010 MATHEMATICS

(GRADE)	(8) GENERAL MATH		(9) GENERAL MATH		(10) GENERAL MATH		(11) GENERAL MATH	
	#	%	#	%	#	%	#	%
ADVANCED	1/1	3%/2%	3/2	6%/4%	-	-	-	-
PROFICIENT	5/5	16%/11%	8/4	15%/8%	-	-	-	-
BASIC	5/7	16%/14%	14/10	27%/19%	-	-	-	-
BELOW BASIC	7/23	23%/48%	17/18	33%/34%	-	-	-	-
FAR BELOW BASIC	13/12	42%/25%	10/19	19%/36%	-	-	-	-

(GRADE)	(8) ALGEBRA I		(9) ALGEBRA I		(10) ALGEBRA I		(11) ALGEBRA I	
	#	%	#	%	#	%	#	%
ADVANCED	*/*	*/*	*/0	*/0%	3/1	4%/2%	0/0	0%/0%
PROFICIENT	*/*	*/*	*/2	*/6%	7/4	8%/6%	8/2	6%/1%
BASIC	*/*	*/*	*/5	*/16%	12/5	14%/8%	15/25	12%/5%
BELOW BASIC	*/*	*/*	*/13	*/42%	28/14	33%/21%	55/84	43%/50%
FAR BELOW BASIC	*/*	*/*	*/11	*/35%	35/42	41%/64%	45/74	39%/44%

(GRADE)	(8) GEOMETRY		(9) GEOMETRY		(10) GEOMETRY		(11) GEOMETRY	
	#	%	#	%	#	%	#	%
ADVANCED	-	-	-	-	*/*	*/*	*/*	*/*
PROFICIENT	-	-	-	-	*/*	*/*	*/*	*/*
BASIC	-	-	-	-	*/*	*/*	*/*	*/*
BELOW BASIC	-	-	-	-	*/*	*/*	*/*	*/*
FAR BELOW BASIC	-	-	-	-	*/*	*/*	*/*	*/*

CST 2008/2009 MATHEMATICS

(GRADE)	(8) ALGEBRA II		(9) ALGEBRA II		(10) ALGEBRA II		(11) ALGEBRA II	
	#	%	#	%	#	%	#	%
ADVANCED	-	-	-	-	*/*	*/*	*/*	*/*
PROFICIENT	-	-	-	-	*/*	*/*	*/*	*/*
BASIC	-	-	-	-	*/*	*/*	*/*	*/*
BELOW BASIC	-	-	-	-	*/*	*/*	*/*	*/*
FAR BELOW BASIC	-	-	-	-	*/*	*/*	*/*	*/*

CST 2008/2009 SCIENCE GRADES 8 AND 10

(GRADE)	(8) SCIENCE				(10) SCIENCE			
	#	%	#	%	#	%	#	%
ADVANCED	0/7	0%/19%	-	-	6/8	5%/7%	-	-
PROFICIENT	5/0	17%/0%	-	-	10/19	8%/17%	-	-
BASIC	2/1	7%/3%	-	-	16/19	13%/17%	-	-
BELOW BASIC	4/9	13%/25%	-	-	39/27	31%/25%	-	-
FAR BELOW BASIC	19/19	63%/53%	-	-	54/36	43%/33%	-	-

CST 2009/2010 BIOLOGY/LIFE SCIENCE

(GRADE)	(8) BIOLOGY/LIFE SCIENCE		(9) BIOLOGY/LIFE SCIENCE		(10) BIOLOGY/LIFE SCIENCE		(11) BIOLOGY/LIFE SCIENCE	
	#	%	#	%	#	%	#	%
ADVANCED	-/4	-/9%	*/0	*/0%	1/6	2%/7%	*/1	*/1%
PROFICIENT	-/7	-/15%	*/2	*/6%	6/10	13%/11%	*/3	*/4%
BASIC	-/4	-/9%	*/4	*/13%	15/21	33%/23%	*/11	*/15%
BELOW BASIC	-/6	-/13%	*/6	*/19%	5/19	11%/21%	*/20	*/27%
FAR BELOW BASIC	-/26	-/55%	*/20	*/63%	19/34	41%/38%	*/39	*/53%

CST 2009/2010 EARTH SCIENCE

(GRADE)	(8) EARTH SCIENCE		(9) EARTH SCIENCE		(10) EARTH SCIENCE		(11) EARTH SCIENCE	
	#	%	#	%	#	%	#	%
ADVANCED	-	-	0/2	0%/4%	0/0	0%/0%	0/5	0%/4%
PROFICIENT	-	-	6/7	19%/13%	2/1	17%/9%	7/16	8%/13%
BASIC	-	-	11/15	34%/29%	0/2	0%/18%	28/26	33%/21%
BELOW BASIC	-	-	3/9	9%/17%	3/2	25%/18%	14/23	16%/18%
FAR BELOW BASIC	-	-	12/19	38%/37%	7/6	58%/55%	37/55	43%/44%

CST 2009/2010 HISTORY/SOCIAL SCIENCE

(GRADE)	(8) HISTORY		(9) WORLD HISTORY		(10) WORLD HISTORY		(11) U.S. HISTORY	
	#	%	#	%	#	%	#	%
ADVANCED	2/3	5%/6%	*/*	14%/*	3/0	10%/0%	5/*	3%/*
PROFICIENT	5/7	14%/15%	*/*	0%/*	0/2	0%/14%	17/*	11%/*
BASIC	4/6	11%/13%	*/*	14%/*	4/6	13%/43%	23/*	15%/*
BELOW BASIC	9/11	24%/23%	*/*	14%/*	5/1	16%/7%	22/*	14%/*
FAR BELOW BASIC	17/20	46%/43%	*/*	57%/*	19/5	61%/36%	88/*	57%/*

CST PERCENT PROFICIENT RESULTS FOR ALL STUDENTS

SUBJECT	SCHOOL	
	2009	2010
ENGLISH-LANGUAGE ARTS	34.7%	
MATHEMATICS	24.4%	
SCIENCE	23.0%	
HISTORY-SOCIAL SCIENCE	14%	

COURT SCHOOLS

CST 2009 ENGLISH-LANGUAGE ARTS								
GRADE/#ENROLLED/#TESTED	8/6/6		9/17/16		10/24/24		11/17/15	
	#	%	#	%	#	%	#	%
ADVANCED	*	*	0	0%	*	*	0	0%
PROFICIENT	*	*	0	0%	*	*	0	0%
BASIC	*	*	4	25%	*	*	4	25%
BELOW BASIC	*	*	4	26%	*	*	4	26%
FAR BELOW BASIC	*	*	8	48%	*	*	8	48%

CST 2010 ENGLISH-LANGUAGE ARTS								
GRADE/#ENROLLED/#TESTED	8/6/5		9/19/19		10/0/0		11/29/27	
	#	%	#	%	#	%	#	%
ADVANCED	*	*	0	0%	*	*	0	0%
PROFICIENT	*	*	2	11%	*	*	1	4%
BASIC	*	*	5	26%	*	*	8	30%
BELOW BASIC	*	*	5	26%	*	*	2	7%
FAR BELOW BASIC	*	*	7	37%	*	*	16	59%

CST 2009/2010 MATHEMATICS								
(GRADE)	(8) GENERAL MATH		(9) GENERAL MATH		(10) GENERAL MATH		(11) GENERAL MATH	
	#	%	#	%	#	%	#	%
ADVANCED	*	*	*/0	0%/0%	-	-	-	-
PROFICIENT	*	*	*/0	0%/0%	-	-	-	-
BASIC	*	*	*/2	0%/18%	-	-	-	-
BELOW BASIC	*	*	*/4	56%/36%	-	-	-	-
FAR BELOW BASIC	*	*	*/5	44%/45%	-	-	-	-

(GRADE)	(8) ALGEBRA I		(9) ALGEBRA I		(10) ALGEBRA I		(11) ALGEBRA I	
	#	%	#	%	#	%	#	%
ADVANCED	*/*	*/*	*/*	*/*	0/*	*/0%	*/0	*/0%
PROFICIENT	*/*	*/*	*/*	*/*	0/*	*/0%	*/1	*/5%
BASIC	*/*	*/*	*/*	*/*	2/*	*/11%	*/1	*/5%
BELOW BASIC	*/*	*/*	*/*	*/*	10/*	*/56%	*/6	*/27%
FAR BELOW BASIC	*/*	*/*	*/*	*/*	6/*	*/33%	*/14	*/64%

(GRADE)	(8) GEOMETRY		(9) GEOMETRY		(10) GEOMETRY		(11) GEOMETRY	
	#	%	#	%	#	%	#	%
ADVANCED	-	-	-	-	-	-	-	-
PROFICIENT	-	-	-	-	-	-	-	-
BASIC	-	-	-	-	-	-	-	-
BELOW BASIC	-	-	-	-	-	-	-	-
FAR BELOW BASIC	-	-	-	-	-	-	-	-

CST 2009/2010 MATHEMATICS								
(GRADE)	(8) ALGEBRA II		(9) ALGEBRA II		(10) ALGEBRA II		(11) ALGEBRA II	
	#	%	#	%	#	%	#	%
ADVANCED	-	-	-	-	-	-	-	-
PROFICIENT	-	-	-	-	-	-	-	-
BASIC	-	-	-	-	-	-	-	-
BELOW BASIC	-	-	-	-	-	-	-	-
FAR BELOW BASIC	-	-	-	-	-	-	-	-

CST 2009/2010 SCIENCE GRADES 8 AND 10								
(GRADE)	(8) SCIENCE		(9) SCIENCE		(10) SCIENCE		(11) SCIENCE	
	#	%	#	%	#	%	#	%
ADVANCED	*/*	*/*	-	-	0/*	0%/*	-	-
PROFICIENT	*/*	*/*	-	-	0/*	0%/*	-	-
BASIC	*/*	*/*	-	-	1/*	8%/*	-	-
BELOW BASIC	*/*	*/*	-	-	2/*	15%/*	-	-
FAR BELOW BASIC	*/*	*/*	-	-	10/*	77%/*	-	-

CST 2008/2009 BIOLOGY/LIFE SCIENCE								
(GRADE)	(8) BIOLOGY/LIFE SCIENCE		(9) BIOLOGY/LIFE SCIENCE		(10) BIOLOGY/LIFE SCIENCE		(11) BIOLOGY/LIFE SCIENCE	
	#	%	#	%	#	%	#	%
ADVANCED	-	-	-	-	-	-	-/0	-/0%
PROFICIENT	-	-	-	-	-	-	-/0	-/0%
BASIC	-	-	-	-	-	-	-/3	-/30%
BELOW BASIC	-	-	-	-	-	-	-/1	-/10%
FAR BELOW BASIC	-	-	-	-	-	-	-/6	-/60%

CST 2008/2009 EARTH SCIENCE								
(GRADE)	(8) EARTH SCIENCE		(9) EARTH SCIENCE		(10) EARTH SCIENCE		(11) EARTH SCIENCE	
	#	%	#	%	#	%	#	%
ADVANCED	-	-	-/0	-/0%	-	-	-/0	-/0%
PROFICIENT	-	-	-/0	-/0%	-	-	-/0	-/0%
BASIC	-	-	-/1	-/8%	-	-	-/4	-/36%
BELOW BASIC	-	-	-/2	-/17%	-	-	-/2	-/18%
FAR BELOW BASIC	-	-	-/9	-/75%	-	-	-/5	-/45%

CST 2009/2010 HISTORY/SOCIAL SCIENCE

(GRADE)	(8) HISTORY		WORLD HISTORY (9/10/11)		(11) U.S. HISTORY	
	#	%	#	%	#	%
ADVANCED	*/*	*/*	*/*	*/*	0/0	0%/0%
PROFICIENT	*/*	*/*	*/*	*/*	0/1	0%/4%
BASIC	*/*	*/*	*/*	*/*	1/4	10%/15%
BELOW BASIC	*/*	*/*	*/*	*/*	2/2	20%/8%
FAR BELOW BASIC	*/*	*/*	*/*	*/*	17/19	70%/73%

COMMUNITY

CELDT 2009/2010								
GRADE	7 TH		8 TH				TOTAL TESTED	
OVERALL PROFICIENCY	#	%	#	%	#	%	#	%
ADVANCED	**	**	**	**	-	-	**	**
EARLY ADVANCED	**	**	**	**	-	-	**	**
INTERMEDIATE	**	**	**	**	-	-	**	**
EARLY INTERMEDIATE	**	**	**	**	-	-	**	**
BEGINNING	**	**	**	**	-	-	**	**

CELDT 2009/2010										
GRADE	9 TH		10 TH		11 TH		12 TH		TOTAL TESTED 7-12	
OVERALL PROFICIENCY	#	%	#	%	#	%	#	%	#	%
ADVANCED	0/0	0%/0%	0/0	0%/0%	0/3	0%/10%	0/3	0%/6%	0/7	0%/7%
EARLY ADVANCED	0/1	0%/17%	4/1	33%/14%	11/10	58%/33%	9/16	45%/34%	26/28	43%/29%
INTERMEDIATE	1/3	25%/50%	6/3	50%/43%	7/11	37%/37%	7/18	35%/38%	23/38	38%/40%
EARLY INTERMEDIATE	1/2	25%/33%	1/2	8%/29%	1/5	8%/17%	1/8	5%/17%	5/19	8%/20%
BEGINNING	2/0	50%/0%	1/1	8%/14%	0/1	8%/3%	3/2	15%/4%	6/4	10%/4%

COURT

CELDT 2009/2010								
GRADE	7 TH		8 TH				TOTAL TESTED	
OVERALL PROFICIENCY	#	%	#	%	#	%	#	%
ADVANCED	-	-	-	-	-	-	-	-
EARLY ADVANCED	-	-	-	-	-	-	-	-
INTERMEDIATE	-	-	-	-	-	-	-	-
EARLY INTERMEDIATE	-	-	-	-	-	-	-	-
BEGINNING	-	-	-	-	-	-	-	-

CELDT 2009/2010										
GRADE	9 TH		10 TH		11 TH		12 TH		TOTAL TESTED	
OVERALL PROFICIENCY	#	%	#	%	#	%	#	%	#	%
ADVANCED	*/0	*/0%	*/0	*/0%	*/0	*/0%	*/0	*/0%	0/0	0%/0%
EARLY ADVANCED	*/1	*/20%	*/0	*/0%	*/1	*/25%	*/3	*/43%	1/5	25%/25%
INTERMEDIATE	*/4	*/80%	*/2	*/50%	*/2	*/50%	*/3	*/43%	3/11	75%/55%
EARLY INTERMEDIATE	*/0	*/0%	*/1	*/25%	*/0	*/0%	*/1	*/14%	0/2	0%/10%
BEGINNING	*/0	*/0	*/1	*/25%	*/1	*/25%	*/0	*/0%	0/2	0%/10%

SCHOOL DEMOGRAPHIC CHARACTERISTICS

STUDENT DEMOGRAPHICS 2010				
	COMMUNITY		COURT	
	#	%	#	%
AFRICAN AMERICAN		2%		2%
AMERICAN INDIAN		1%		0%
ASIAN		1%		0%
FILIPINO		1%		0%
HISPANIC/LATINO		57%		89%
PACIFIC ISLANDER		0%		0%
WHITE/CAUCASIAN		35%		6%
SOCIOECONOMICALLY DISADVANTAGED		45%		31%
ENGLISH LEARNERS		11%		39%
STUDENTS WITH DISABILITIES		26%		0%

STAFF DEMOGRAPHICS 2010	
ADMINISTRATORS	3.8
CREDENTIALLED TEACHERS	33
INSTRUCTIONAL ASSISTANTS	17
COUNSELORS	6
RESOURCE TEACHERS	3
WORK EXPERIENCE SPECIALISTS	2
CLASSIFIED OFFICE STAFF	5
COMMUNITY ORGANIZER	5
FOSTER YOUTH SERVICES COORDINATOR	1

STUDENT GROUPS PERFORMING BELOW STANDARDS OR EXPECTATIONS (CST) % BASIC, BELOW BASIC, AND FAR BELOW BASIC

Based on 2010 AYP data, 22.7% of students in community schools scored in the proficient and above range in English Language Arts, as compared to 2008 (34.7%). According to CST data, another 20% scored in the Basic Range.

2010 AYP data indicates that 4.5% of students in community schools scored proficient and above in Mathematics as compared to 24.4% in 2009. An additional 20% scored in the Basic Range. The majority of students in all grades scored below basic.¹

The drop in overall proficiency this year can be attributed to the fact that out of approximately 500 students who tested in 2009, only 22 had valid scores.

¹ Scores are based on 2009 Community School CST test scores.

CONCLUSIONS FROM STUDENT PERFORMANCE DATA

Reading/Language Arts

Due to the nature of our student population, including performance levels at entry, risk-factors, and mobility, a majority of students still experience low achievement on CSTs. Significant subgroups, particularly Hispanic, English Learners, and Socio-economically disadvantaged students, continue to experience a performance gap in Language Arts, scoring proficient and above at a rate one-half to one-third of the majority group.

The lack of valid scores makes it difficult to interpret scoring results. However careful analysis of CST scores by grade and subject indicate that students overall performed more poorly this year than last.

Standardizing English Language Arts Core and intervention curriculum would likely lead to improvements.

Math

Results on CST and CAHSEE math tests demonstrate a similar pattern to Language Arts Above.

CONCLUSION

While the disaggregation of test-score data illuminates the lower performance of significant sub-groups, especially English Learners, the basic facts remain clear: The majority of Alternative Education students are scoring at or below the basic level on CSTs. While CAHSEE pass rates are increasing, and most students pass prior to completing their high school credits, many students are still struggling. Literacy and numeracy, therefore, continue to be our direct focus- **Reading** (Word Analysis, Comprehension, and Literary Response), **Writing** (Strategies and Conventions), and **Mathematics** (Probability and Statistics, Number Sense, Algebra and Functions, Measurement and Geometry, and Algebra I). We have implemented a cycle of inquiry this year that includes quarterly pre/post assessments, with an analysis of data used to inform classroom and individual instruction. Standardizing ELA and Math Core/Intervention materials across sites would likely help to raise scores in the future and close learning gaps.

ASAM Analysis

The SCCOE Court and Community School programs did not participate in ASAM during the 2008-2009 school year.

CELDT

A Majority of English Learners tested (77%) score in the intermediate or above range. There are slightly more students in the beginning and early intermediate ranges than in prior years. A focus on English Language Development continues to be a high program priority, and we are researching the adoption of a new ELD program for Beginning through Intermediate English Learners.

RESULTS OF PLANNED INTERVENTIONS DURING 2010- 2011

Reading/Language Arts:

Three programs in English Language Arts are currently in use. One is Character Based Literacy. The program was implemented for the first time in 2006 as the program-wide standard for Language Arts. It addresses each of the areas of Language Arts (Reading, Writing, Listening, Speaking, Viewing and Visually Representing) on a daily basis. A second program, Read 180, has been in use this year at one site. Read 180 is designed for use with struggling readers and English Learners. The program was scheduled for wider dissemination beginning in the 2008-2009 school year, but budget concerns prevented this. Classrooms using Read 180 continue to do so with high success. It has been suggested that funds be sought to provide other sites with the Read 180 program. A third new, web-based program called Plato Learning is being piloted this year. This program includes a prescriptive language arts assessment based on CAHSEE standards. It has been suggested that teachers and students would benefit highly from the purchase and implementation of a diagnostic reading and writing assessment such as NWEA's MAP.

Math:

A new, web-based program called Plato learning is being piloted this year. This program includes a prescriptive mathematics assessment based on CAHSEE standards, including individualized lessons. A second Pencil and Paper CAHSEE Preparation curriculum called, *Conquering the CAHSEE* is also in use this year. This program allows teachers to perform diagnostic pre-and post assessments and to individualize instruction and to target knowledge gaps. It has been suggested that teachers and students would benefit highly from the purchase and implementation of a diagnostic reading and writing assessment such as NWEA's MAP.

Title I N & D:

The Title I Neglected and Delinquent Plan for youth enrolled in either court or community school programs encompasses a wide variety of adjunctive services to

support incarcerated and at-risk youth. Counseling and Career education are integral components along with character education, mentoring and tutorial support. The Character Based Literacy (CBL) Program is interwoven into the Language Arts curriculum, which is standards-based.

In addition, students are provided with transition services that are based on their individual Learning Plan (ILP). Contacts and referrals are provided as needed to both students and parents.

As a WASC accredited institution, our academic standards are high. CAHSEE pass rates parallel those of similar institutions throughout the state. Also, teachers receive weekly staff development training in an effort to remain abreast of contemporary educational practices. Credits are awarded on a basis of one credit = 15 hours of work. However, students may earn partial credit.

Overall Summary:

The majority of the Alternative Education students are functioning below grade level, but standards-based instruction in literacy and numeracy has resulted in school-wide improvement in CAHSEE pass rates by 12th grade. Our students still struggle with grade-level texts, and significant gaps in knowledge and skills inhibit math achievement. However, alternative education has begun to make much better use of data to drive instruction and has begun to map standardized Language Arts and Mathematics courses to ensure CAHSEE standards are met, despite the issues of language development, and high mobility faced by our students. Alternative Education is using data from quarterly reading, writing and math assessments to further design curricula.

In order to meet the needs of English Language Learners, ELD instruction still needs to improve. Schools need to make better use of appropriate ELD lessons that include building correct grammar and sentence structure as well as academic vocabulary. Student deficits in these areas prevent them from demonstrating mastery of grade level standards even when they understand the concepts.

CONCLUSIONS FROM PARENT, TEACHER, AND STUDENT INPUT:

Based on WASC surveys and testimonials, parents indicated high levels of satisfaction with Alternative Education staff and programs. Parent surveys will be re-administered in 11-12.

Perception surveys were distributed to parents, staff and students during the 2005-2006 school year. Over 90% of teachers and students felt that expectations are realistically high at school. Teachers (90%), parents (91%) and students (84%) overwhelmingly believe that learning experiences are engaging and are preparing students for future academic success. It is also the strong perception of students and staff, that the school vision is aligned with what students are learning. Overwhelmingly, the perception is that SCCOE Alternative Education schools are safe schools.

Areas scoring the lowest positive perception rates had to do with student access to “high-quality” vocational and technological education (as low as 60%) as well as teacher preparedness to serve English Language Learners (56%).

Finally, Surveys distributed in 2006 indicated that students and staff perceived a need to more successfully integrate technology into our educational programs. Only 69% of staff and 60% of students feel that the level of technology in the classroom is adequate.

When asked what would help teachers to be more technologically prepared, common responses were as follows:

1. Add more student computers.
2. Provide time to explore computer resources.
3. Provide staff refresher trainings on programs such as PowerPoint.
4. COE security programs are too stringent. They do not allow technologically savvy teachers to download or review new software.
5. Provide programs and training on art programs such as InDesign and Photoshop.
6. Update equipment.

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, 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.

GOALS 1-8

GOAL #1 LITERACY

IMPROVE STUDENT KNOWLEDGE AND SKILLS IN READING, WRITING, LISTENING, SPEAKING, VIEWING AND VISUALLY REPRESENTING UTILIZING NARRATIVE, EXPOSITORY, PERSUASIVE, RESPONSE TO LITERATURE AND TECHNICAL TEXTS, IN ORDER TO ENSURE ALL STUDENTS PASS THE CALIFORNIA HIGH SCHOOL EXIT EXAM. PURCHASE INTERVENTION MATERIALS. PURCHASE OR DEVELOP ASSESSMENTS.

GOAL #2 NUMERACY

IMPROVE STUDENT KNOWLEDGE AND SKILLS IN MATHEMATICS, ADDRESSING EACH OF THE CAHSEE MATH REPORTING STRANDS- PROBABILITY AND STATISTICS; NUMBER SENSE; ALGEBRA AND FUNCTIONS; MEASUREMENT AND GEOMETRY; ALGEBRA I; AND MATHEMATICAL REASONING. IN THIS WAY, ALL STUDENTS WILL PASS THE CALIFORNIA HIGH SCHOOL EXIT EXAM. ADOPT CAHSEE INTERVENTION MATERIALS. PURCHASE OR DEVELOP DIAGNOSTIC ASSESSMENT.

GOAL #3 ENGLISH LANGUAGE DEVELOPMENT

SUPPORT STUDENT ACQUISITION OF ENGLISH AS A SECOND LANGUAGE. PURCHASE, TRAIN, AND IMPLEMENT EDGE CURRICULUM.

GOAL #4 TECHNOLOGY

IMPROVE STUDENT AND TEACHER USE OF TECHNOLOGY IN ORDER TO POSITIVELY AFFECT STUDENT ACHIEVEMENT. TRAIN EDUCATORS IN THE USE OF ODYSSEYWARE, PLATO LEARNING, AND ROSETTA STONE.

GOAL #5 CAREER EDUCATION

ENSURE STUDENTS ARE WELL PREPARED FOR THE WORLD OF ADULTHOOD.

GOAL #6 CALIFORNIA SCHOOL AGE FAMILIES EDUCATION

PROVIDE A COMPREHENSIVE, INTEGRATED, COMMUNITY-LINKED, SCHOOL-BASED PROGRAM FOR EXPECTANT AND PARENTING STUDENTS AND THEIR CHILDREN.

GOAL #7 INSTRUCTIONAL TIME, TEACHER TRAINING, RECRUITMENT AND RETENTION

ENHANCE STAFF DEVELOPMENT OPPORTUNITIES FOR CLASSROOM PERSONNEL AND ALSO ASSIST EXPERIENCED TEACHERS WHO NEED HELP DEVELOPING THEIR SUBJECT MATTER KNOWLEDGE, TEACHING STRATEGIES, OR BOTH. ODYSSEYWARE, ROSETTA STONE. ELD EDGE. INSTRUCTIONAL MATERIALS ADOPTION.

GOAL #8 SCHOOL SAFETY AND STUDENT WELL-BEING

IMPROVE LEVELS OF STUDENT SAFETY AND WELL-BEING ON-CAMPUS AS IT HAS BEEN SHOWN THAT HEALTHY STUDENTS ACHIEVE MORE HIGHLY IN SCHOOL.

GOAL #1 LITERACY

IMPROVE STUDENT KNOWLEDGE AND SKILLS IN READING, WRITING, LISTENING, SPEAKING, VIEWING AND VISUALLY REPRESENTING UTILIZING NARRATIVE, EXPOSITORY, PERSUASIVE, RESPONSE TO LITERATURE AND TECHNICAL TEXTS, IN ORDER TO ENSURE ALL STUDENTS PASS THE CALIFORNIA HIGH SCHOOL EXIT EXAM.

- Purchase and implement Diagnostic pre/post on-line assessment to track individual and sub-group growth such as NWEA’s MAP.
- Adopt, purchase, and implement Reading intervention and ELD instructional materials such as Hampton Brown’s *Edge*.
- Encourage the use of Character Based Literacy, program-wide.
- Institute program-wide evaluation of student writing in November and February.

Persons Responsible: Project Director, Curriculum and Instruction
Resources: Staff Development Time, professional trainers, instructional materials
Assessment: Assessment reports and rubrics.
Report of Progress: Quarterly.
Cost: \$131,917
Funding: \$31,917 IMFRP
\$100,000 Title 1, Part D

Provide tutorial services in English Language Arts during and after school with a focus on CAHSEE Intervention.	Provide Saturday School opportunities at North, Central and South County sites to specifically target CAHSEE Intervention.
On-going 2010-2011	On-going 2010-2011

Persons Responsible: English Language Arts Teachers and Tutors
Resources: Books, Curriculum, and Training
Assessment: Quarterly Reading and Writing Benchmarks, AYP data, CAHSEE pass rates.
Report of Progress: Quarterly.
Cost: \$85,648.50

Funding:
 \$50,000 (Title I, Part A)
 \$35,648.50 (CAHSEE Intensive)

GOAL #2 NUMERACY

IMPROVE STUDENT KNOWLEDGE AND SKILLS IN MATHEMATICS, ADDRESSING EACH OF THE CAHSEE MATH REPORTING STRANDS- PROBABILITY AND STATISTICS; NUMBER SENSE; ALGEBRA AND FUNCTIONS; MEASUREMENT AND GEOMETRY; ALGEBRA I; AND MATHEMATICAL REASONING. IN THIS WAY, ALL STUDENTS WILL PASS THE CALIFORNIA HIGH SCHOOL EXIT EXAM.

- Purchase and Implement on-line, diagnostic pre/post math assessment to monitor individual and sub-group growth.
- Adopt and implement the use of *Conquering the CAHSEE* for math intervention.

Persons Responsible: Project Director, Curriculum and Instruction
Resources: Materials, Professional Trainers, Staff Development Time.
Assessment: Annual AYP data, CAHSEE Mathematics pass rate
Report of Progress: Quarterly.
Cost: \$ 100,000.00

Funding:
 \$50,000 Title 1, Part A
 \$50,000 Title 1, Part D

Provide tutorial services in Mathematics during and after school with a focus on CAHSEE Intervention.	Provide Saturday School opportunities at North, Central and South County sites to specifically target CAHSEE Intervention.
On-going 2009-2010	On-going 2009-2010

Persons Responsible: Math teachers and tutors
Resources: Books, Curriculum, and Training
Assessment: Annual AYP data, CAHSEE Mathematics pass rate
Report of Progress: Quarterly.
Cost: \$167,401.50

Funding:
 \$131,753.00 Title 1, Part A
 \$35,648.50 CAHSEE Intensive

GOAL #3 ENGLISH LANGUAGE DEVELOPMENT

**SUPPORT STUDENT ACQUISITION OF ENGLISH AS A SECOND LANGUAGE,
USING APPROPRIATE CURRICULUM AND INSTRUCTIONAL STRATEGIES**

EL Coordinator Assesses All Identified English Learners using the CELDT.	Teachers continue with ELD/SDAIE Professional Development and implement strategies in the classroom	Teachers review results of CELDT and other ELA Assessments, and differentiate instruction to meet EL and ELD student needs.	Adopt, train, and implement <i>Edge</i> curriculum for use with beginning through Intermediate English Learners
Sept.-Oct., 2009	October-Nov. 2008	November-June 2010	November 2010-June 2011

Persons Responsible: Administrator, ELD expert teachers,

Resources: Curriculum & Training Materials, Staff Development time.

Assessment: Quarterly MAP Assessments, Annual AYP data, CAHSEE ELA pass rate.

Report of Progress: Quarterly.

Cost: \$222,911.00

Funding:

\$100,000 Title I, Part A

\$76,756.00 Title 1, Part D

\$46,155.00 IDEA

GOAL #4 TECHNOLOGY

INCREASE LEVELS OF TECHNOLOGY TRAINING AND SUPPORT TO TEACHERS AND ADMINISTRATORS SO AS TO BE ABLE TO MORE EFFECTIVELY INTEGRATE TECHNOLOGY INTO CORE AREAS OF STANDARD-BASED CURRICULA AND INCREASE STUDENT ACHIEVEMENT.

- RESEARCH AND PURCHASE ON-LINE DATA WAREHOUSE SUCH AS EDUSOFT.
- TRAIN STAFF AND IMPLEMENT USE OF ODYSSEYWARE ON-LINE LEARNING PROGRAM FOR CREDIT RECOVERY AND INDEPENDENT STUDY.
- TRAIN STAFF AND IMPLEMENT ROSETTA STONE ON-LINE LANGUAGE PROGRAM TO ENCOURAGE ENGLISH FLUENCY AND AS AN OPTION FOR LEARNING A NEW LANGUAGE.

Persons Responsible: Administrators, Leadership team, Technology Department

Report of Progress: Quarterly.

Cost: \$43,418.00

Funding:

\$43,113.00 Professional Development Block Grant

\$305.00 School and Library Improvement Block Grant

GOAL #5 CAREER EDUCATION

INCREASE STUDENT ACCESS TO VOCATIONAL EDUCATION AND OTHER LINKS TO “REAL WORLD” EDUCATION OPPORTUNITIES, IN ORDER TO ENSURE STUDENT SUCCESS AS THEY TRANSITION BEYOND HIGH SCHOOL.

Continue to Implement new Green Careers Academy and continue implementation of Organic Gardening, Pre-apprentice, Digital Media, Bicycle Repair, and Construction ROP programs at Alternative Education school sites	Train teachers in the administration of Career Exploration and Job Search classes	Teachers implement Career Search and Job Skills classes	Vocational Education Coordinator and two Work Experience Specialists work closely with work experience students and those concurrently enrolled in ROP courses	All participants complete a Career portfolio including a resume and a set of future career-oriented goals.
September, 2010	September, 2010	Quarterly, 2010-2011	On-going, 2010-2011	January and June 2011

Persons Responsible: Vocational Education Coordinator, Career Education Committee, teachers and support staff

Resources: Course Materials and Career Portfolio

Assessment: Quarterly Grades, Graduation Portfolio

Report of Progress: Quarterly

Cost: \$13,954.00

Funding:

\$11,438 Title 2, Part A
 \$2,516.00 Title 5, Innovative Programs

GOAL #6 CALIFORNIA SCHOOL AGED FAMILIES EDUCATION (CAL-SAFE)

PROVIDE A COMPREHENSIVE, INTEGRATED, COMMUNITY-LINKED, SCHOOL-BASED PROGRAM FOR EXPECTANT AND PARENTING STUDENTS AND THEIR CHILDREN.

Continue to implement Cal-SAFE Program at Watsonville Community School that in addition to offering an accredited high school diploma, provides childcare and child development to teen parents.

September, 2010– June, 2011

Persons Responsible: Program Director, Lead Teacher, Project Specialist, and Childcare team

Resources: Curriculum, Childcare and Child Development Materials.

Assessment: Graduate Survey

Report of Progress: Annually

Cost: \$188,301.00

Funding: \$186,701.00 (CAL-SAFE)
 \$1,600.00 (Child Nutrition)

GOAL #7 INSTRUCTIONAL TIME, TEACHER TRAINING, RECRUITMENT AND RETENTION

ENHANCE STAFF DEVELOPMENT OPPORTUNITIES FOR CLASSROOM PERSONNEL AND ALSO ASSIST EXPERIENCED TEACHERS WHO NEED HELP DEVELOPING THEIR SUBJECT MATTER KNOWLEDGE, TEACHING STRATEGIES, OR BOTH.

Provide one full-day staff training and also ongoing training to teachers in School Safety and Emergency Response.	Provide two full-day staff trainings and also ongoing training to teachers in evaluating student writing.	Provide Induction training and support to teachers that are new to the profession.	Provide Peer Assistance and mentoring to new teachers needing help in subject matter competence as well as teaching strategies.	Provide professional training to educators in OdysseyWare, new data warehouse, and new on-line ELA/Math diagnostic assessment.
September, 2010	November 2010 and February 2011	Ongoing 2010-2011	Ongoing 2010-2011	On-going 2010-2011

Persons Responsible: Program Director, Teacher Experts, Visiting Professional Development Trainers, Certificated Staff

Assessment: Standardized Test Results, API,

Report of Progress: Quarterly

Cost: \$23,353.00

Funding:

- \$11,995.00 School Safety and Violence Prevention Act
- \$6,100.00 Safe and Drug Free Schools
- \$5,258.00 Certificated Staff Mentoring

GOAL #8 SCHOOL SAFETY AND STUDENT WELL-BEING

TO IMPROVE LEVELS OF STUDENT SAFETY AND WELL-BEING ON-CAMPUS AS IT HAS BEEN SHOWN THAT HEALTHY STUDENTS ACHIEVE MORE HIGHLY IN SCHOOL.

Revise and Update Current School Safety Plan	Provide counseling to all students, especially those who are delinquent or neglected.	Offer Classroom management training in Love and Logic to teachers.	Provide counselors and staff with training in Conflict Resolution	Provide training to teachers and staff on Emergency and Crisis Response, focusing on procedures for both lock-down and evacuation.	Continue with School Wellness Program utilizing Yoga and soft-form martial arts that include a nutrition module
Sept.- Oct., 2010	On-going 2010-2011	On-going, 2010- 2011	On-going 2010-2011	Sept. 2010	September, 2009- June 2010

Implement Alternative Education Competitive Sports league program providing Volleyball, Basketball, Soccer and Softball opportunities.	Provide opportunities for students to participate in visual and performing arts utilizing professional artists from M.O.V.E. and the William James Association
Sept. – June 2010-2011	Sept. – June 2010-2011

Persons Responsible: Program Director, Counseling staff, School Safety Committee

Resources: School Safety Plan

Assessment: CHKS Results, CAHSEE Scores, STAR Results, AYP

Report of Progress: Annually

Cost: \$109,559.00

Funding:

\$ 100,000.00 Title I, Part A

\$9,559.00 Arts & Music Block Grant

PROGRAMS INCLUDED IN THIS PLAN

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

State Programs	Allocation
<input checked="" type="checkbox"/> <i>California School Age Families Education</i> Academic and Supply Services Childcare and Development <i>Purpose: Assist expectant and parenting students succeed in school.</i>	\$186,701
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <i>Purpose: Help educationally disadvantaged students succeed in the regular program.</i>	
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <i>Purpose: Develop fluency in English and academic proficiency of English learners</i>	
<input type="checkbox"/> High Priority Schools Grant Program <i>Purpose: Assist schools in meeting academic growth targets.</i>	
<input type="checkbox"/> Instructional Time and Staff Development Reform <i>Purpose: Train classroom personnel to improve student performance in core curriculum areas.</i>	
<input type="checkbox"/> Peer Assistance and Review <i>Purpose: Assist teachers through coaching and mentoring.</i>	
<input type="checkbox"/> Pupil Retention Block Grant <i>Purpose: Prevent students from dropping out of school.</i>	
<input checked="" type="checkbox"/> <i>School and Library Improvement Program Block Grant</i> <i>Purpose: Improve library and other school programs.</i>	\$305.00
<input checked="" type="checkbox"/> <i>School Safety and Violence Prevention Act</i> <i>Purpose: Increase school safety.</i>	\$11,995.00
<input type="checkbox"/> <i>Tobacco-Use Prevention Education</i> <i>Purpose: Eliminate tobacco use among students.</i>	
<input checked="" type="checkbox"/> Certificated Staff Mentoring \$5,258.00 Professional Development Block Grant \$43,113.00 California High School Exit Exam Intensive Instruction and Services \$71,297.00 Arts and Music Block Grant \$9,559.00 IMFRP \$31,917.00 Child Nutrition \$1600.00	
Total amount of state categorical funds allocated to this school	\$361,745.00

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
<input checked="" type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$481,753.00
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$176,756.00
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$11,438.00
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	
<input checked="" type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$6,100.00
<input checked="" type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$2,516.00
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input checked="" type="checkbox"/> Other Federal Funds IDEA, Special Ed.	\$46,155.00
Total amount of federal categorical funds allocated to this school	\$724,718
Total amount of state and federal categorical funds allocated to this school	\$1,086,463.00

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:²

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Sandy Mast	X				
Sarah Prescher		X			
Mariel Halupa			X		
Paul Weightman				X	
Mel Sornberger				X	
Monica Bates					X
Troy Cope		X			
Rene LeBranche		X			
Johnny Rice			X		

² At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (***Check those that apply***):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on:

Attested:

Sandy Mast
Typed name of school principal

Signature of school principal Date

Johnny Rice
Typed name of SSC chairperson

Signature of SSC chairperson Date