



2011-12
SINGLE PLAN FOR STUDENT ACHIEVEMENT

County Community School
Santa Clara County Office of Education District



The District Governing Board
approved this revision of the School
Plan on: **6/15/2011**

Principal:
Carey Johnson

Address:
1290 Ridder Park Dr. Mc213
San Jose, CA 95131-2398

Phone:

Email:
carey_johnson@sccoe.org

Website:



County Community 2011-12
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
English-Language Arts			
All Students will Reach High Standards in English Language Arts by 2013-14			
Increase student engagement by providing real life applications to use English Language Art skills	7/1/2011	6/29/2012	\$1,118
Increase Student Engagement by Providing Independent Study Opportunities	7/1/2011	6/29/2012	\$1,118
Provide Student with Supplemental Materials to Help Them Perform at Grade Level	7/1/2011	6/29/2012	\$2,414
Provide Students with Supplemental Services to Master Grade Level Standards	7/1/2011	6/29/2012	\$2,414
Increase student engagement by reducing the student to staff ratio.	7/1/2011	6/29/2012	\$20,108
Mathematics			
All Students will Reach High Standards in Mathematics by 2013-14			
Increase Student Engagement by Providing Real Life Applications to use Math Skills	7/1/2010	6/29/2012	\$1,118
Increase Student Engagement by Providing Independent Study Opportunities	7/1/2010	7/29/2012	\$1,118
Provide Students with Supplemental Materials to Help Them Master Grade Level Standards	7/1/2010	6/29/2012	\$2,414
Provide Students with Supplemental Services to Master Grade Level Standards	7/1/2011	6/29/2012	\$2,414
Increase student engagement by reducing the student to staff ratio.	7/1/2011	6/29/2012	\$20,108
English Language Development			
All Limited English Proficient Students will become Proficient in English			
Increase Student Engagement by Providing Independent Study Opportunities	7/1/2010	6/29/2012	\$1,118
Provide English Learners with Supplemental Materials to Help Them Master Grade Level Standards	7/1/2010	6/29/2012	\$2,413
Provide English Learner Students with Supplemental Services to Help Them Master Grade Level Standard	7/1/2010	6/29/2012	\$2,413
Increase student engagement by reducing the student to staff ratio	7/1/2011	6/29/2012	\$20,107
School Climate			
School Environments will be Safe, Drug-free, and Conducive to Learning			
Increase Student Engagement by Providing Independent Study Opportunities	7/1/2010	6/29/2012	\$1,117
Provide Students with Supplemental Materials to Support Safe Learning Environments	7/1/2010	6/29/2012	\$2,413
Provide Students with Supplemental Services to Support Safe Learning Environments	7/1/2010	6/29/2012	\$2,413
Increase student engagement by reducing the student to staff ratio	7/1/2011	6/29/2012	\$20,106

County Community 2011-12
 Single Plan For Student Achievement Report

Other			
All Students will Graduate from High School			
Increase Student Engagement by Providing Real Life Applications to the Value of an Education	7/1/2010	6/29/2012	\$1,117
Increase Student Engagement by Providing Independent Study Opportunities	7/1/2010	6/29/2012	\$1,117
Provide Students with Supplemental Materials to Help Them Master the Requirements for Graduation	7/1/2010	6/29/2012	\$2,413
Provide Students with Supplemental Services to Help Them Master the Requirements for Graduation	7/1/2010	6/29/2012	\$2,413
Increase student engagement by reducing the student to staff ratio	7/1/2011	6/29/2012	\$20,106
Total Annual Expenditures for Current Site Plan: \$133,610.00			

Goals

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : English-Language Arts

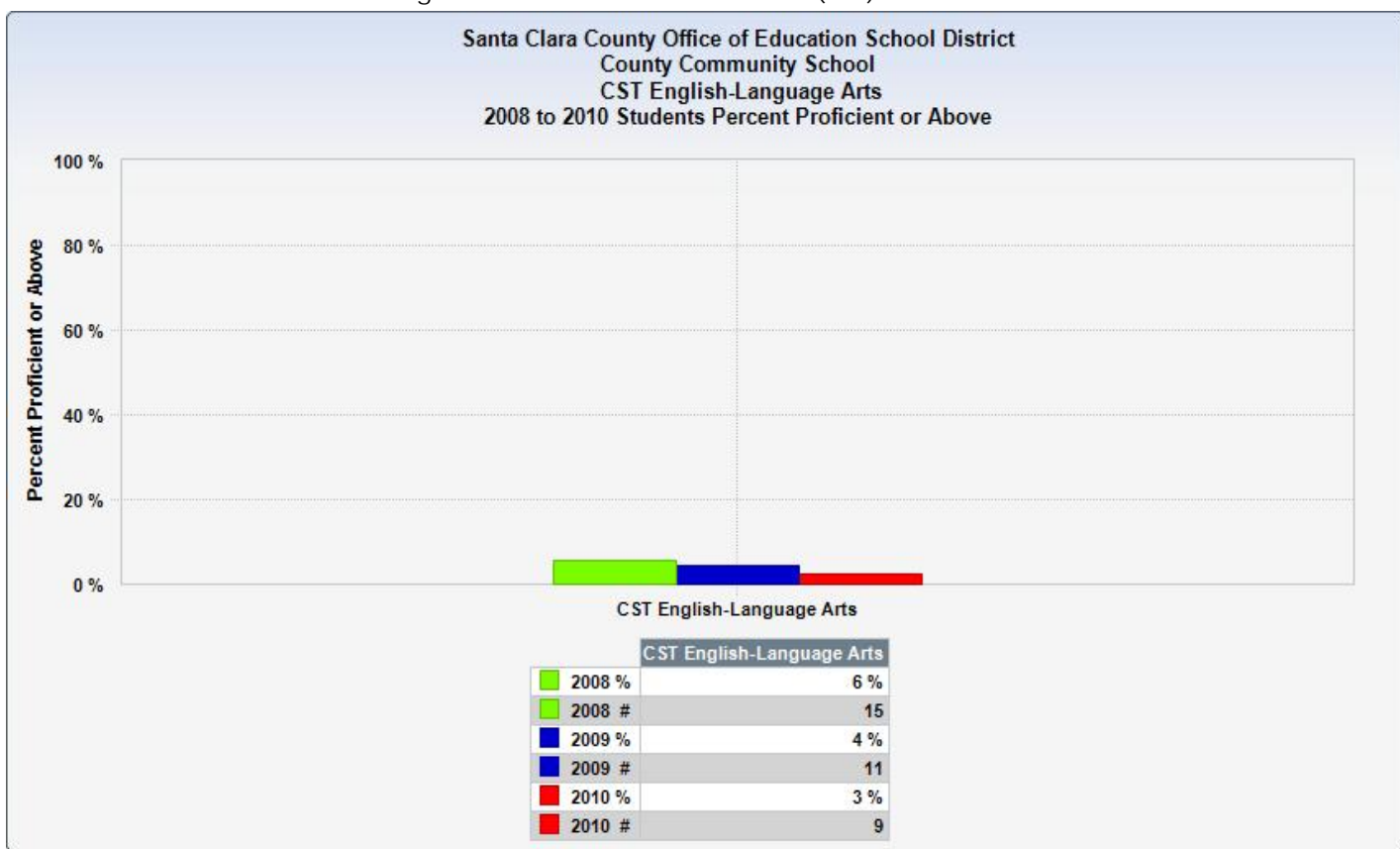
Goal Title : All Students will Reach High Standards in English Language Arts by 2013-14

On the CST ELA, the percentage of students performing below proficient will decrease from 97% to 87% by June 2011. The percent of students performing at proficient or above will increase from 3% to 13%. Among English Learners and Economically disadvantaged the percentage of each of these groups performing below proficient will decrease from 99% to 89%. The percent of students in each of these groups performing at proficient or above will increase from 1% to 11%.

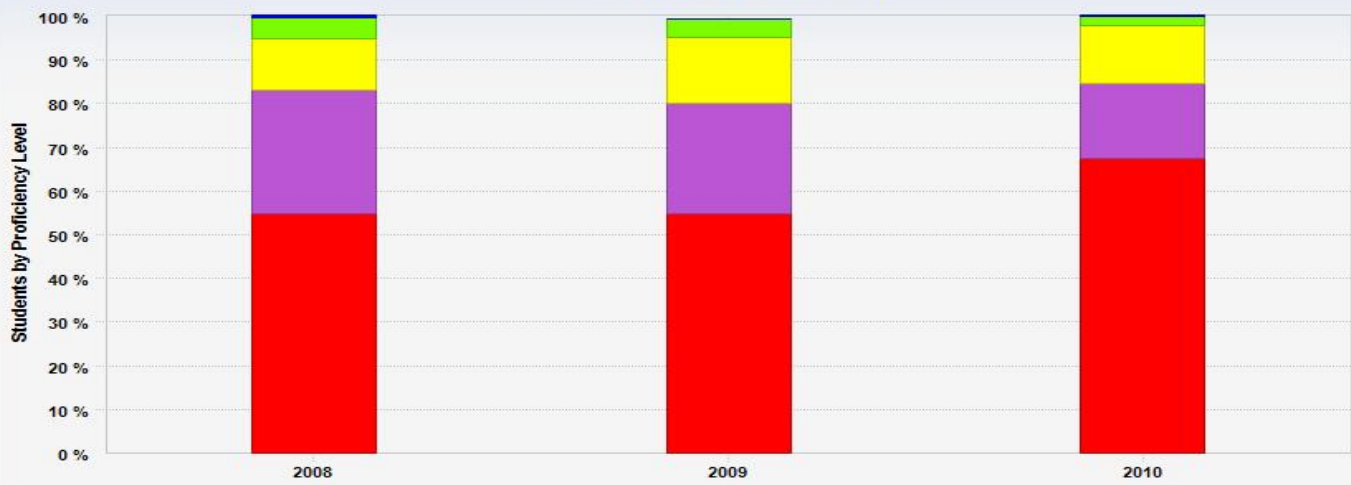
On the CAHSEE, the percentage of all students passing ELA in grade 10 will increase ___ percentage points, from 30% to ___%. Among Hispanic student, the percentage passing ELA in grade 10 will increase ___ percentage points, from 27% to ___%.

What data did you use to form this goal (findings from data analysis)?

The data that was used to form this goal was California Standards Test (CST).

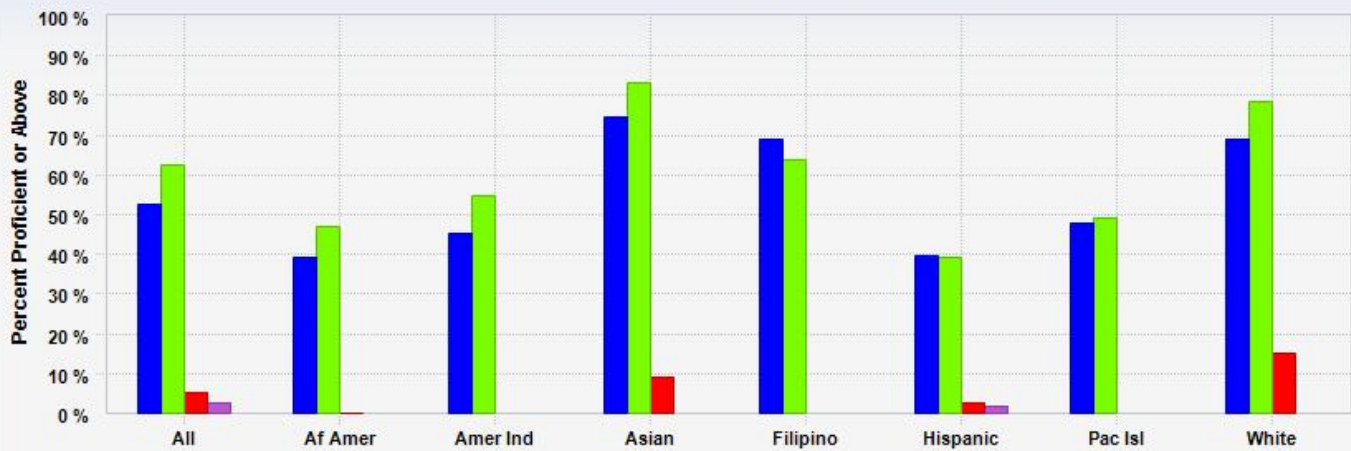


Santa Clara County Office of Education School District
County Community School
CST English-Language Arts
2008 to 2010 Students by Proficiency Level



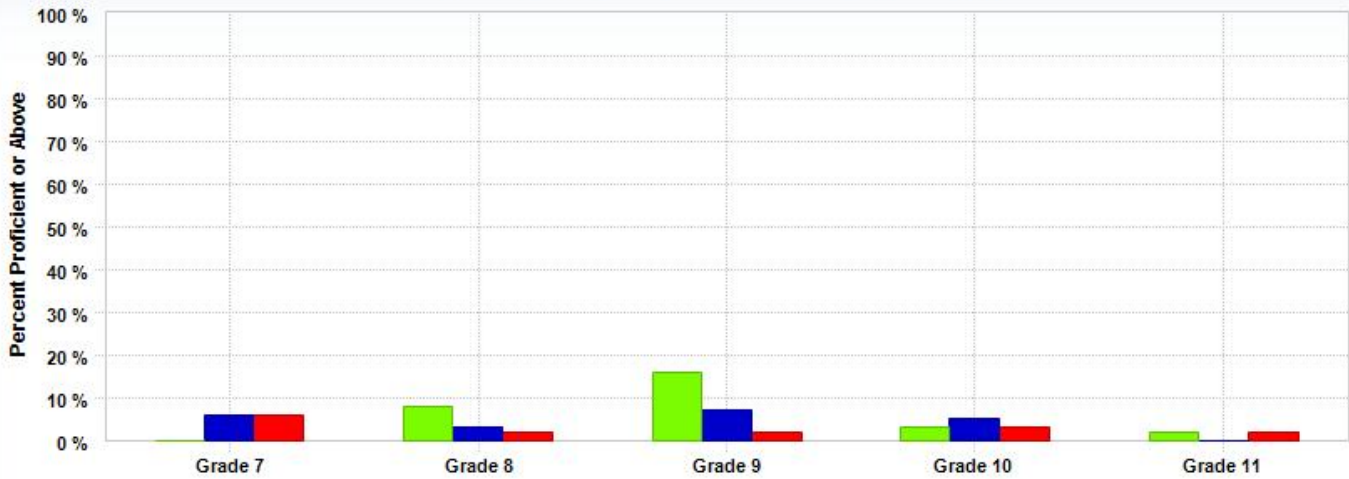
	2008	2009	2010
Far Below Basic %	55 %	55 %	67 %
Far Below Basic #	145	145	237
Below Basic %	28 %	25 %	17 %
Below Basic #	74	67	61
Basic %	12 %	15 %	13 %
Basic #	31	40	47
Proficient %	5 %	4 %	2 %
Proficient #	13	11	7
Advanced %	1 %	0 %	1 %
Advanced #	2	0	2

County Community School Comparisons
CST English-Language Arts
2010 Students Percent Proficient or Above by Subgroups



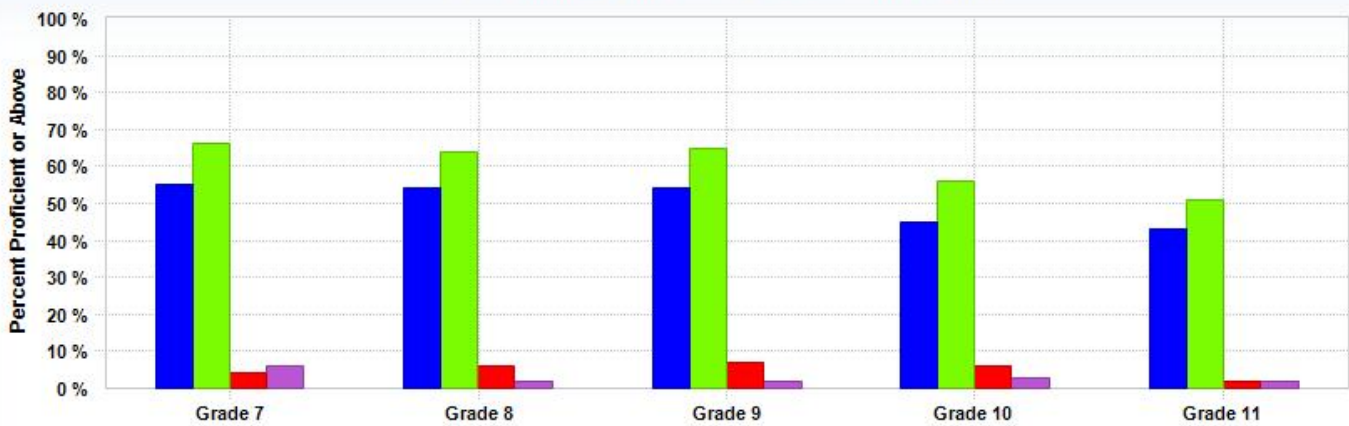
	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
State of California %	52 %	39 %	45 %	74 %	69 %	40 %	48 %	69 %
State of California #	2,372,388	119,308	14,015	293,034	84,041	910,085	12,643	848,661
Santa Clara County %	63 %	47 %	55 %	83 %	64 %	39 %	49 %	78 %
Santa Clara County #	120,107	2,488	356	42,737	6,011	27,851	606	35,624
Santa Clara County Office of Education District %	5 %	0 %		9 %		3 %		15 %
Santa Clara County Office of Education District #	37	0		1		15		8
County Community School %	3 %					2 %		
County Community School #	9					5		

Santa Clara County Office of Education School District
County Community School
CST English-Language Arts
2008 to 2010 Students Percent Proficient or Above by Grade



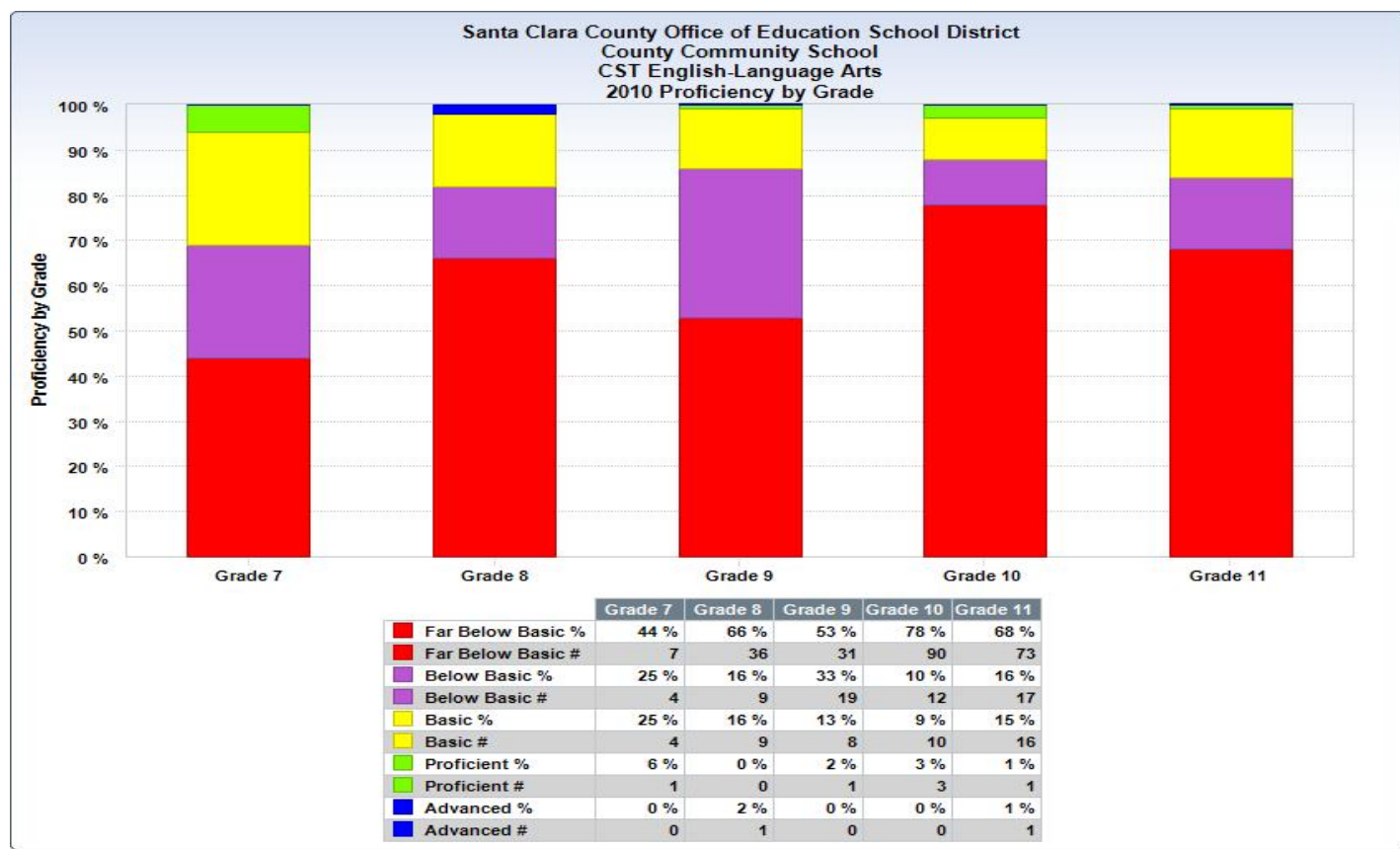
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2008 %	0 %	8 %	16 %	3 %	2 %
2008 #	0	4	7	2	1
2009 %	6 %	3 %	7 %	5 %	0 %
2009 #	1	1	4	5	0
2010 %	6 %	2 %	2 %	3 %	2 %
2010 #	1	1	1	3	2

Santa Clara County Office of Education School District
County Community School
CST English-Language Arts
2010 Students Percent Proficient or Above by Grade



	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
State of California %	55 %	54 %	54 %	45 %	43 %
State of California #	243,052	243,977	264,781	217,050	194,182
Santa Clara %	66 %	64 %	65 %	56 %	51 %
Santa Clara #	12,170	11,848	12,459	10,758	9,372
Santa Clara County Office of Education %	4 %	6 %	7 %	6 %	2 %
Santa Clara County Office of Education #	1	5	9	14	5
County Community %	6 %	2 %	2 %	3 %	2 %
County Community #	1	1	1	3	2

County Community 2011-12 Single Plan For Student Achievement Report



How does this goal align to your Local Educational Agency Plan goals?

This goal is included in our Local Educational Agency plan.

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

All members of the School Site Council were involved in the data analysis and the development of this goal.

Who are the focus students?

All students performing below proficient on CST ELA, English Learners and Economically Disadvantaged, at all grade levels.

What is the expected growth?

This year the percentage of students performing below the proficient level on CST ELA will decrease by 10 percentage points.

What data will be collected to measure student achievement?

Edge Assessments
California Standards Test
California High School Exit Exam

What process will you use to monitor and evaluate the data?

Performance in ELA will be monitored by routine Edge assessments and the annual CST ELA and CAHSEE.

County Community 2011-12 Single Plan For Student Achievement Report

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Increase student engagement by providing real life applications to use English Language Art skills

Means of Achievement: Auxiliary services for students and parents

Tasks :

Hire a Job Developer at the Odyssey site to provide students with opportunities to apply English Language Art skills in the job market.

Measures :

Students' academic performance as measured by Edge gains assessments, CST, and CAHSEE.

People Assigned :

Principals
Coordinator of Categorical and Special Projects

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Job Developer Position	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Instructional Aide	\$1,118

Action Title: Increase Student Engagement by Providing Independent Study Opportunities

Means of Achievement: Increased educational opportunity

Tasks :

Hire a part-time Independent Studies teacher.

Measures :

Students' academic performance will improve as measured in standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.
The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director
Principal
Coordinator of Categorical and Special Projects

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Part-Time Independent Studies Teacher	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,118

Action Title: Provide Student with Supplemental Materials to Help Them Perform at Grade Level

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Evaluate current core and supplemental curriculum and determine what materials; software, instructional supplies, equipment, etc. is needed to make the curriculum more accessible for underachieving students.

Measures :

Students' academic performance will improve as measured on standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.
The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director
Principals
Teachers
Coordinator of Categorical and Special Projects

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Materials and Supplies	\$1,296
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,118

Action Title: Provide Students with Supplemental Services to Master Grade Level Standards

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving students perform at grade level.

Measures :

Students' academic performance will improve as measured in standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.
The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director
Principals
Teachers
Coordinator of Categorical and Special Projects

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Services	\$1,296
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,118

Action Title: Increase student engagement by reducing the student to staff ratio.

Means of Achievement: Increased educational opportunity

Tasks :

Provide under achieving students with additional academic support by increasing the Educational Assistants available hours in the academic day.

Measures :

- The number of High school graduates will increase.
- Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST).
- The percentage of students passing the California High School Exit Exam (CAHSEE) will increase.
- The percentage of students passing the California English Language Development Test (CELDT) will increase

People Assigned :

- Director, Alternative Education
- Principal
- Coordinator of Categorical Programs

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Additional hours for Educational Assistants	\$18,990
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,118

County Community 2011-12 Single Plan For Student Achievement Report

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : Mathematics

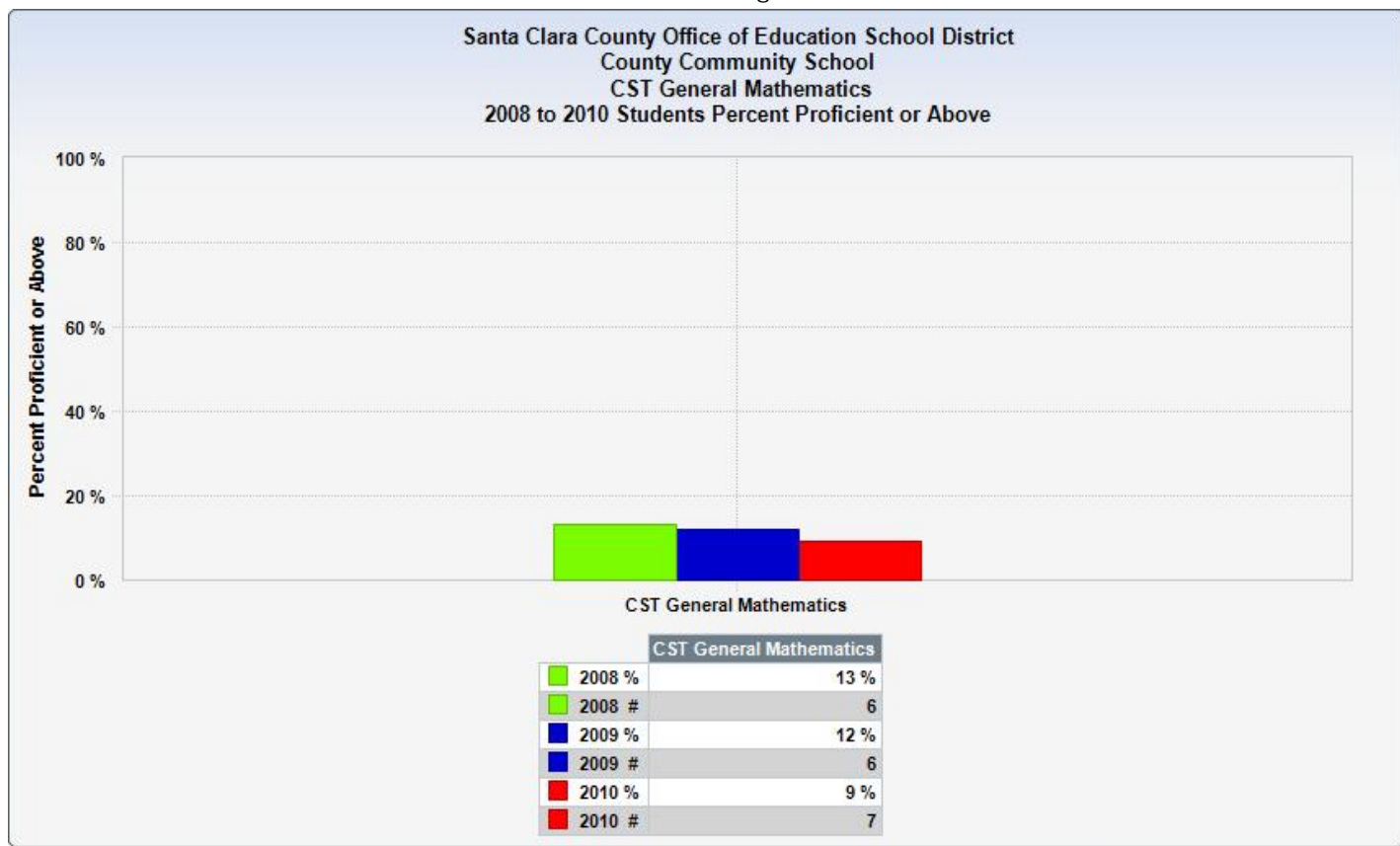
Goal Title : All Students will Reach High Standards in Mathematics by 2013-14

By June 2011, the percentage of students performing below proficient will decrease from % to %. The percent of students performing at proficient or above will increase from % to %.

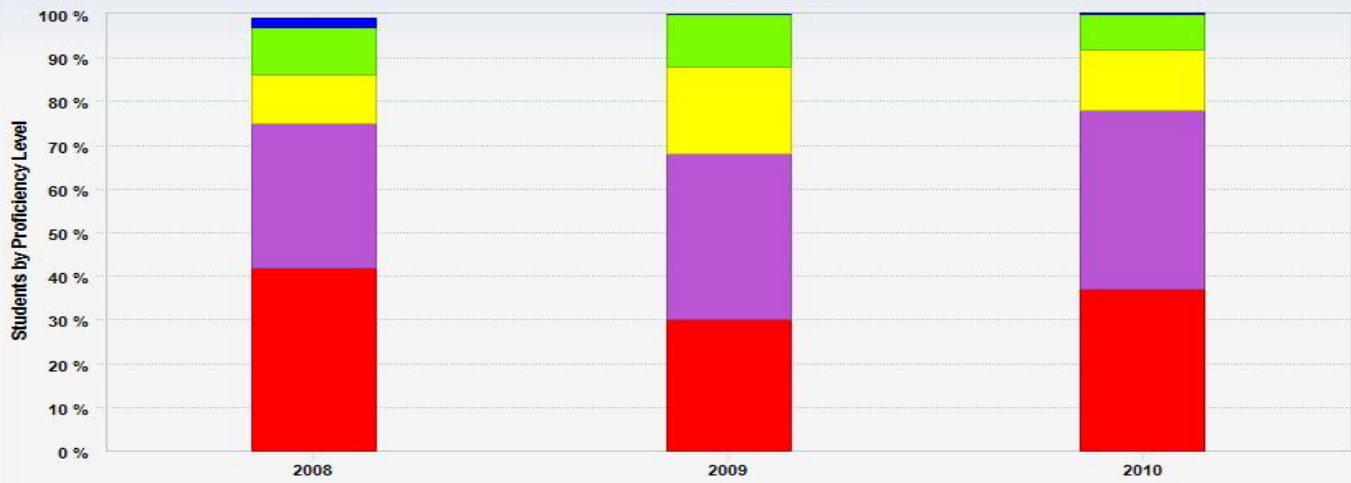
By June 2011, the percentage of English Learners and Economically disadvantaged students performing below proficient will decrease from % to %. The percent of students performing at proficient or above will increase from % to %.

What data did you use to form this goal (findings from data analysis)?

The data from the California Standards Test was used to form this goal.



Santa Clara County Office of Education School District
County Community School
CST General Mathematics
2008 to 2010 Students by Proficiency Level



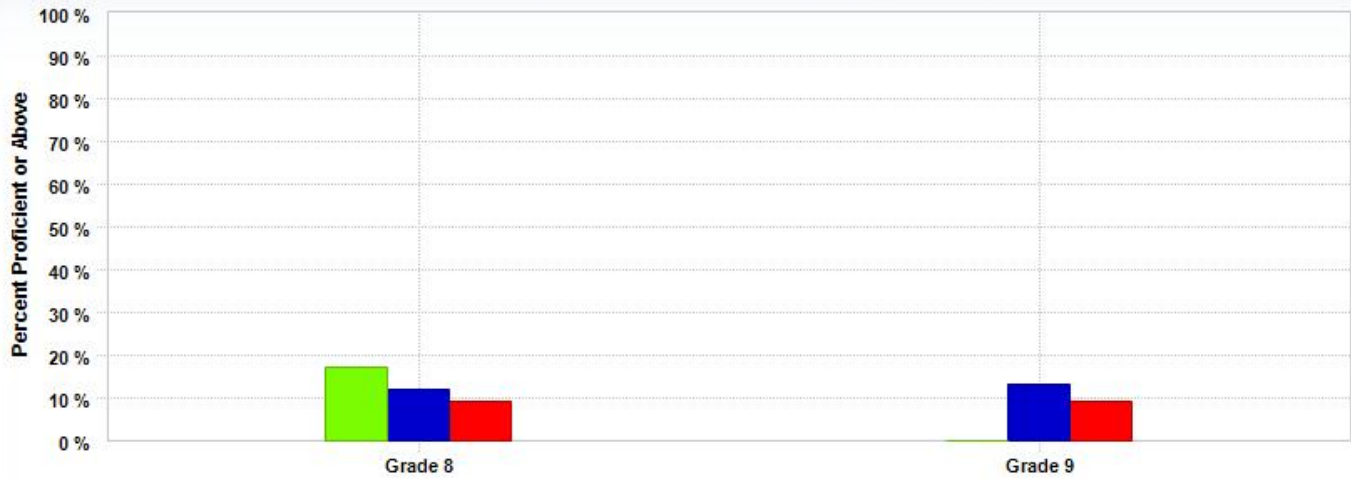
	2008	2009	2010
Far Below Basic %	42 %	30 %	37 %
Far Below Basic #	21	16	30
Below Basic %	33 %	38 %	41 %
Below Basic #	16	20	33
Basic %	11 %	20 %	14 %
Basic #	5	11	11
Proficient %	11 %	12 %	9 %
Proficient #	5	6	7
Advanced %	2 %	0 %	0 %
Advanced #	1	0	0

County Community School Comparisons
CST General Mathematics
2010 Students Percent Proficient or Above by Subgroups



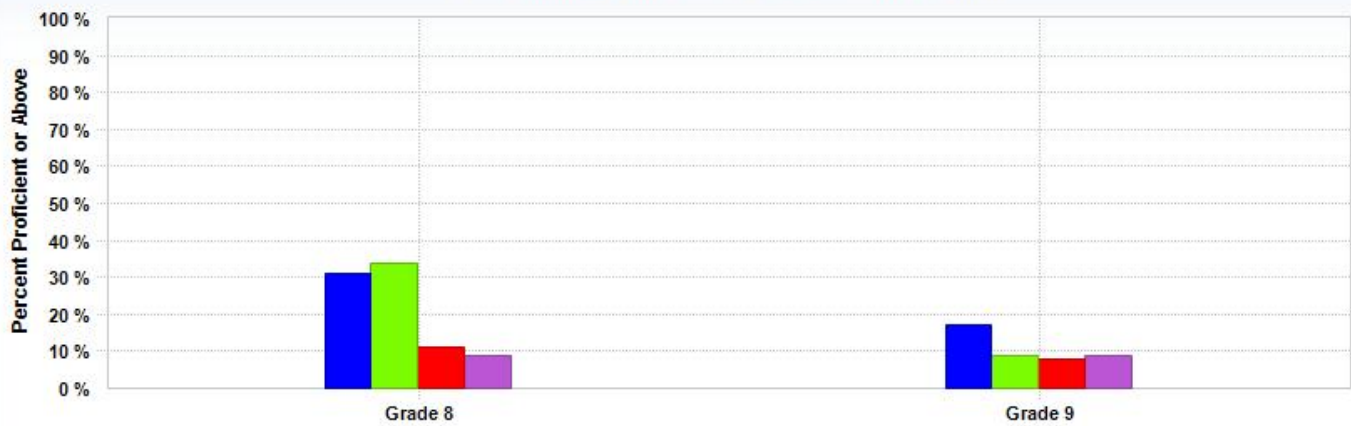
	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
State of California %	27 %	17 %	24 %	46 %	43 %	21 %	29 %	38 %
State of California #	60,028	3,145	537	3,496	1,437	26,440	354	21,613
Santa Clara County %	28 %	24 %	20 %	55 %	42 %	19 %	29 %	42 %
Santa Clara County #	1,809	64	8	386	137	722	15	462
Santa Clara County Office of Education District %	9 %					5 %		28 %
Santa Clara County Office of Education District #	14					6		5
County Community School %	9 %					5 %		
County Community School #	7					3		

Santa Clara County Office of Education School District
County Community School
CST General Mathematics
2008 to 2010 Students Percent Proficient or Above by Grade

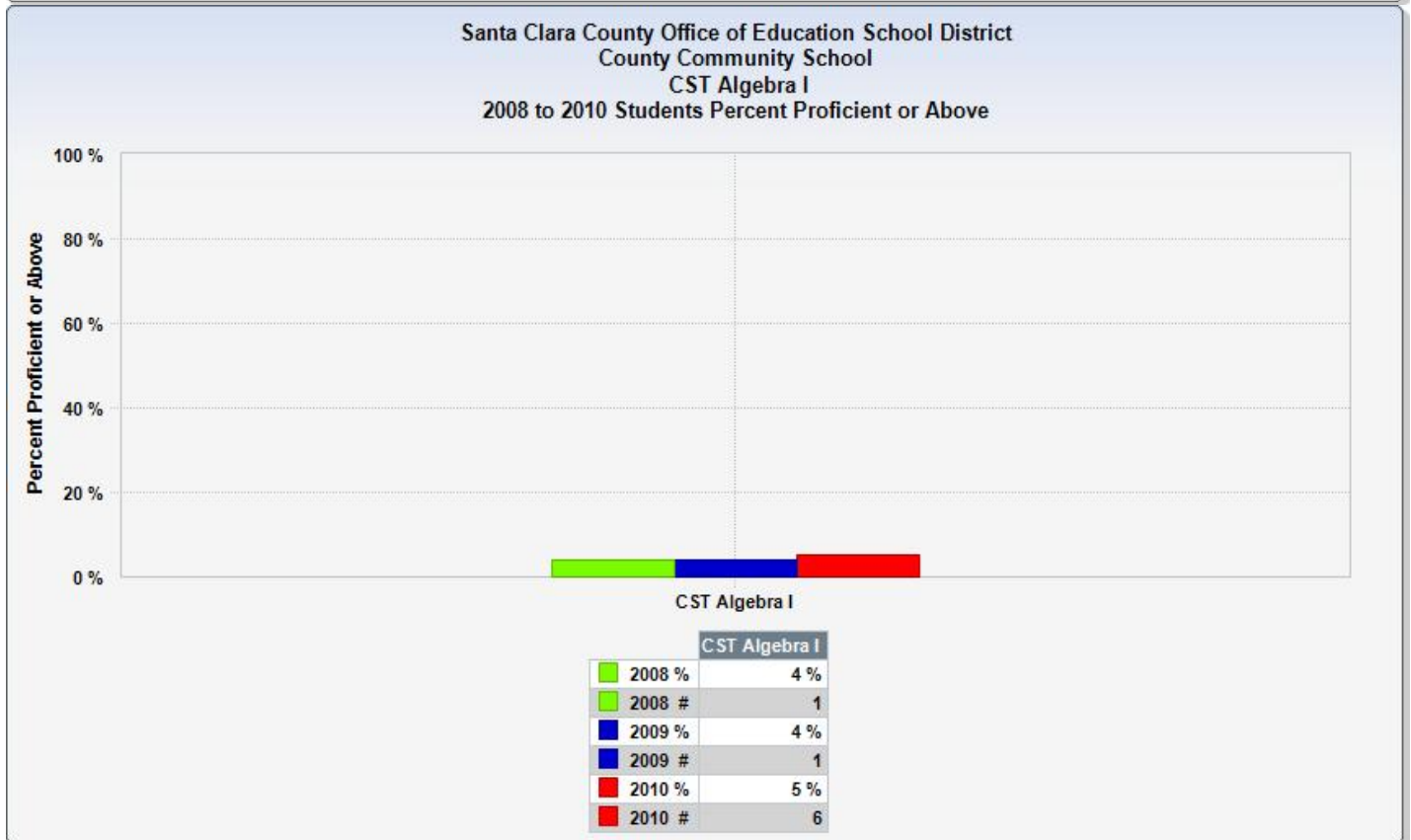
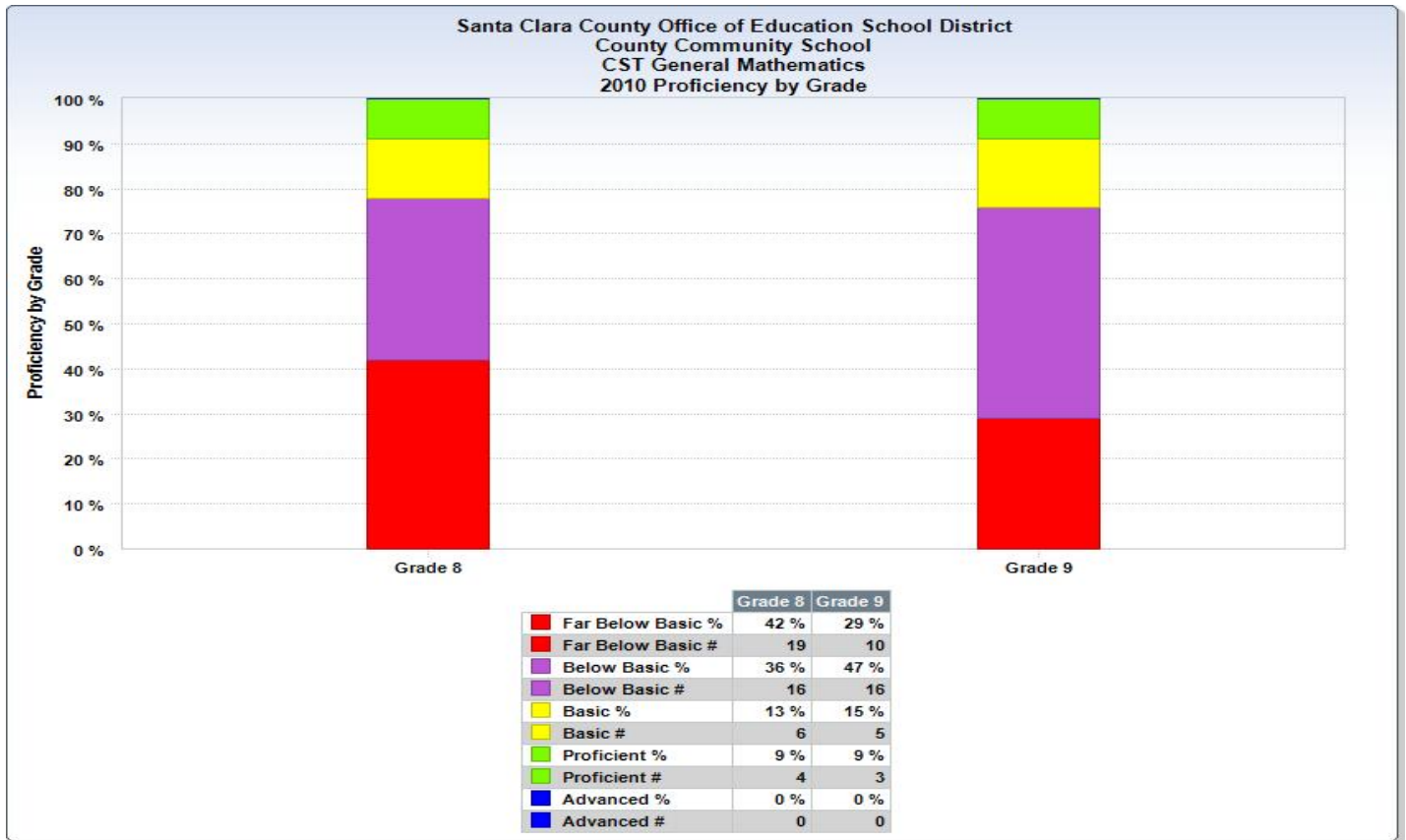


	Grade 8	Grade 9
2008 %	17 %	0 %
2008 #	6	0
2009 %	12 %	13 %
2009 #	3	4
2010 %	9 %	9 %
2010 #	4	3

Santa Clara County Office of Education School District
County Community School
CST General Mathematics
2010 Students Percent Proficient or Above by Grade



	Grade 8	Grade 9
State of California %	31 %	17 %
State of California #	50,983	9,837
Santa Clara %	34 %	9 %
Santa Clara #	1,768	113
Santa Clara County Office of Education %	11 %	8 %
Santa Clara County Office of Education #	7	8
County Community %	9 %	9 %
County Community #	4	3

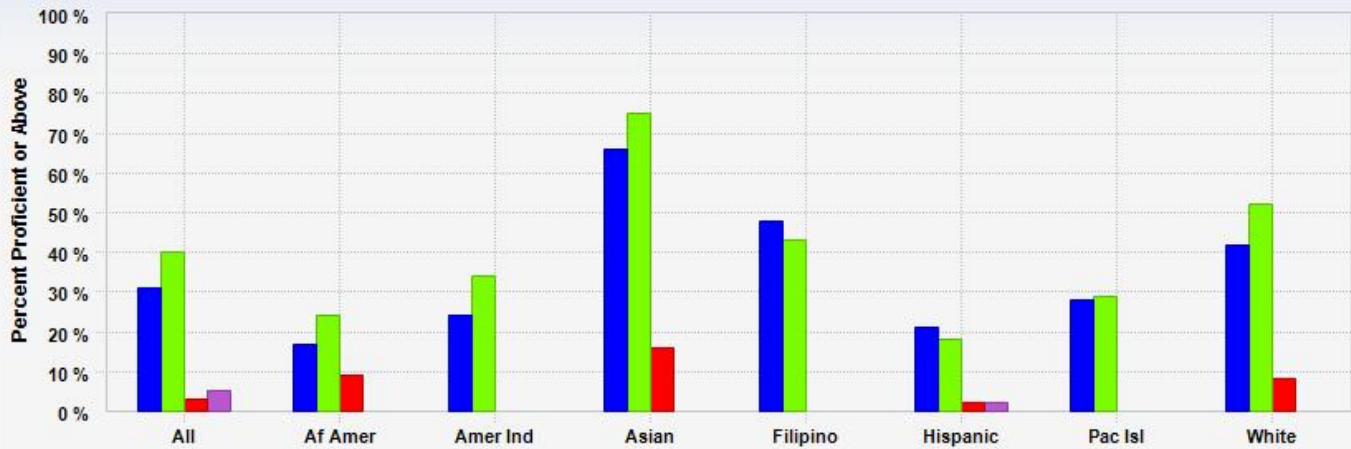


Santa Clara County Office of Education School District
County Community School
CST Algebra I
2008 to 2010 Students by Proficiency Level



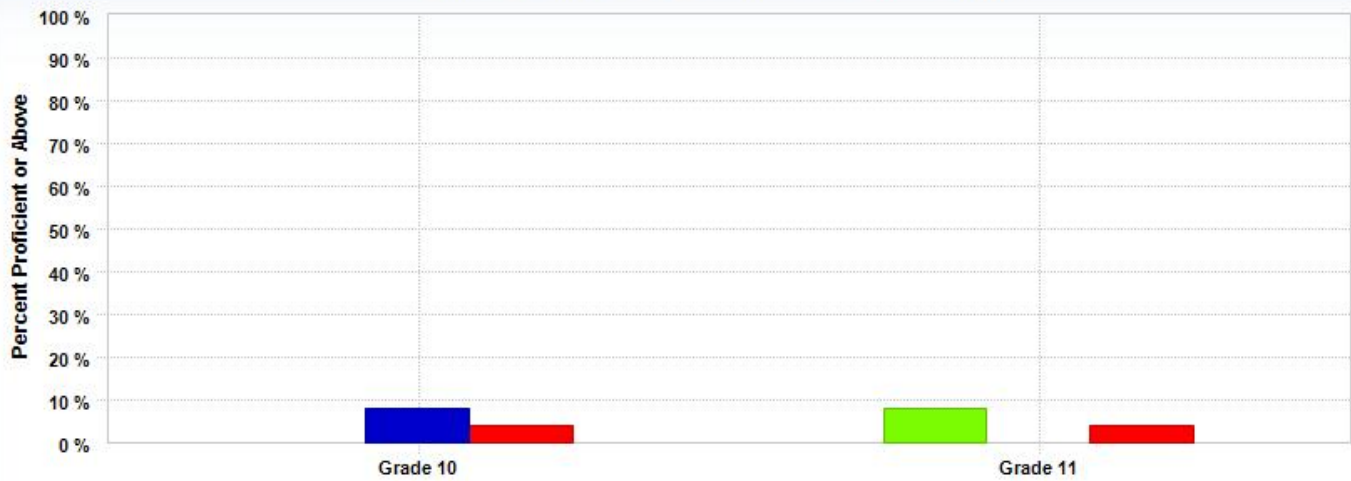
	2008	2009	2010
Far Below Basic %	57 %	38 %	56 %
Far Below Basic #	13	9	66
Below Basic %	35 %	50 %	35 %
Below Basic #	8	12	41
Basic %	4 %	8 %	4 %
Basic #	1	2	5
Proficient %	4 %	4 %	3 %
Proficient #	1	1	4
Advanced %	0 %	0 %	2 %
Advanced #	0	0	2

County Community School Comparisons
CST Algebra I
2010 Students Percent Proficient or Above by Subgroups



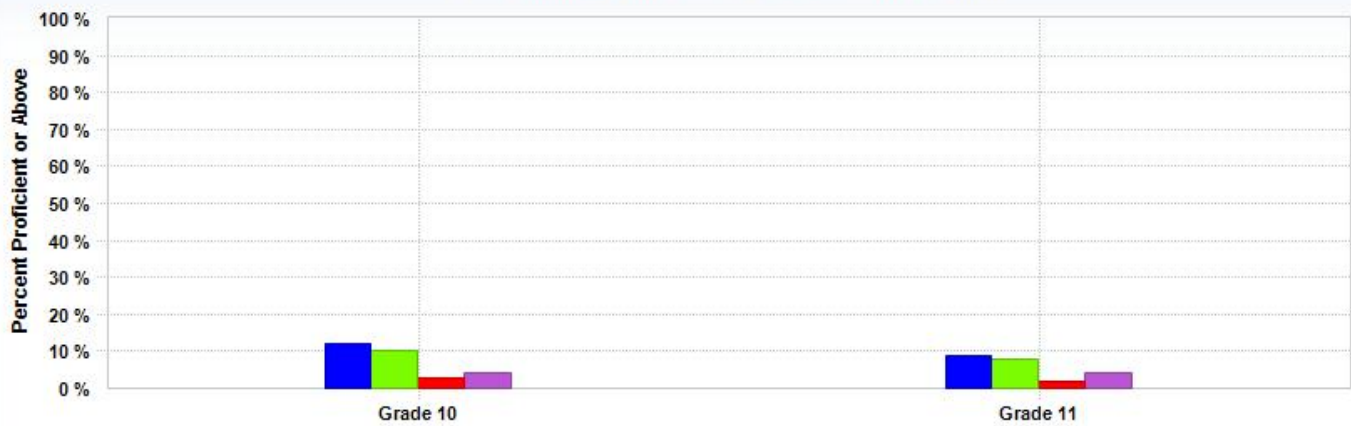
	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
State of California %	31 %	17 %	24 %	66 %	48 %	21 %	28 %	42 %
State of California #	232,823	9,283	1,283	34,711	9,130	84,172	1,306	81,425
Santa Clara County %	40 %	24 %	34 %	75 %	43 %	18 %	29 %	52 %
Santa Clara County #	11,549	214	38	4,361	602	2,254	68	3,524
Santa Clara County Office of Education District %	3 %	9 %		16 %		2 %		8 %
Santa Clara County Office of Education District #	8	1		2		4		2
County Community School %	5 %					2 %		
County Community School #	6					2		

Santa Clara County Office of Education School District
County Community School
CST Algebra I
2008 to 2010 Students Percent Proficient or Above by Grade



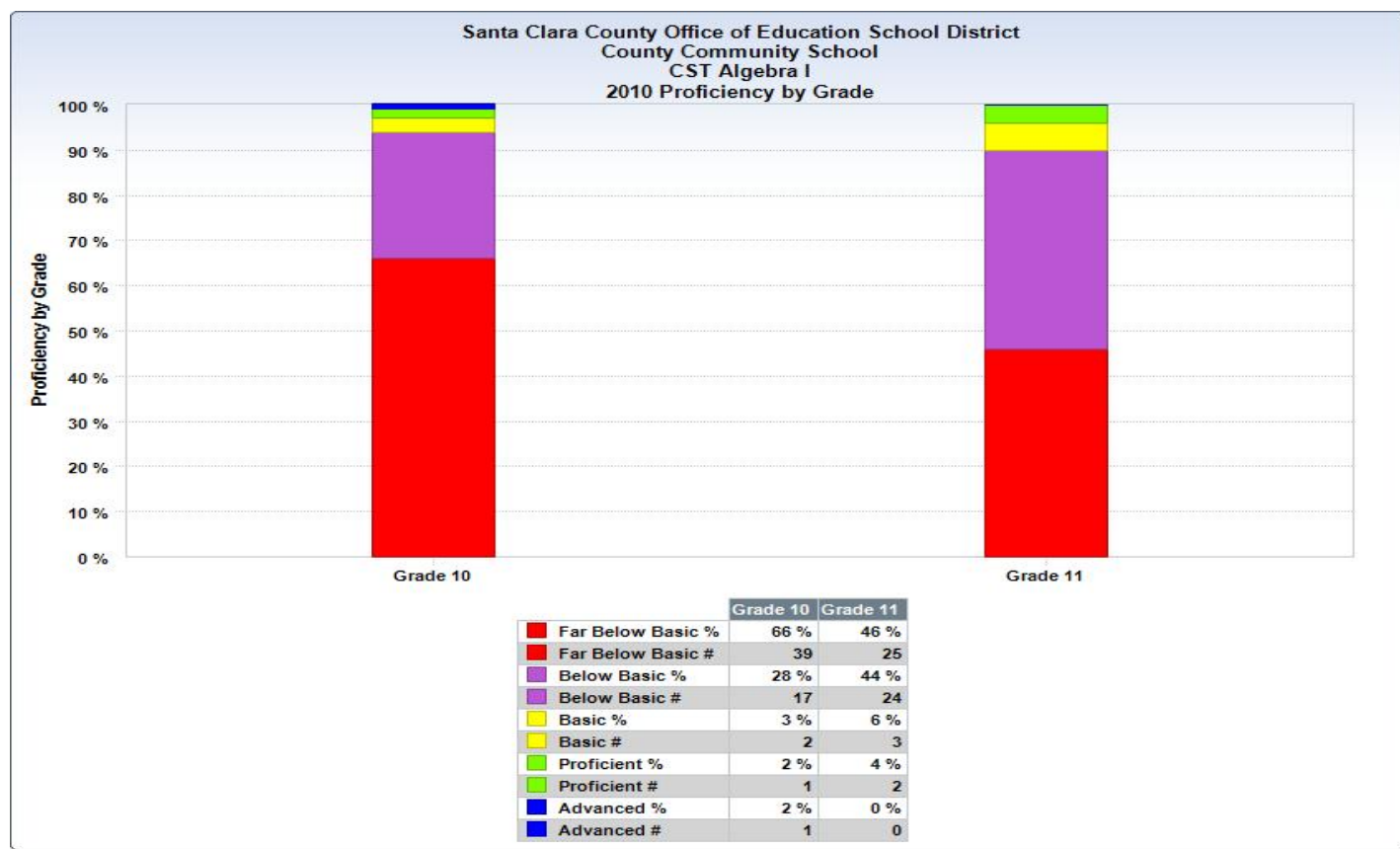
	Grade 10	Grade 11
2008 %		8 %
2008 #		1
2009 %	8 %	
2009 #	1	
2010 %	4 %	4 %
2010 #	2	2

Santa Clara County Office of Education School District
County Community School
CST Algebra I
2010 Students Percent Proficient or Above by Grade



	Grade 10	Grade 11
State of California %	12 %	9 %
State of California #	14,209	5,115
Santa Clara %	10 %	8 %
Santa Clara #	384	141
Santa Clara County Office of Education %	3 %	2 %
Santa Clara County Office of Education #	4	3
County Community %	4 %	4 %
County Community #	2	2

County Community 2011-12 Single Plan For Student Achievement Report



How does this goal align to your Local Educational Agency Plan goals?

This goal is included in our Local Educational Agency Plan.

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

All of the members of the School Site Council were involved in analyzing the data and developing this goal.

Who are the focus students?

All underachieving students

What is the expected growth?

Each year all significant underachieving student subgroups will decrease by 33% the number of students performing below the proficient level as measured on the Mathematics portion of the California Standards Tests (CST). Maintaining this yearly rate of improvement will enable all students to attain a score of Proficient or better on the Mathematics portion of the CST by the year 2013-14.

What data will be collected to measure student achievement?

Students' academic performance will improve as measured in standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.
The percentage of students passing the California High School Exit Exam will increase.

What process will you use to monitor and evaluate the data?

Progress towards this goal will be measured based on the CST results.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Increase Student Engagement by Providing Real Life Applications to use Math Skills

Means of Achievement: Increased educational opportunity

Tasks :

Hire a Job Developer at the Odyssey site to provide students with opportunities to apply math skills in the job market.

Measures :

Students' academic performance will improve as measured on standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.
The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director
Principals
Coordinor of Categorical and Special Projects

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Job Developer Position	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Additional hours for Educational Assistants	\$1,118

Action Title: Increase Student Engagement by Providing Independent Study Opportunities

Means of Achievement: Increased educational opportunity

Tasks :

Hire a part-time independent Studies teacher.

Measures :

Students' academic performance will improve as measured on standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.
The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director
Principals
Coordinator of Categorical and Special Projects

Start Date : 7/1/2010

Completion Date : 7/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Part-Time Independent Studies Teacher	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,118

Action Title: Provide Students with Supplemental Materials to Help Them Master Grade Level Standards

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Evaluate current core and supplemental curriculum and determine what; materials, software, instructional supplies, equipment, etc. are needed to make the curriculum more accessible for underachieving students.

Measures :

Students' academic performance will improve as measured in standards aligned formative assessments
 Students' academic performance will improve as measured on the California Standards Test.
 The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director
 Principals
 Teachers
 Coordinator of Categorical and Special Projects

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Materials and Supplies	\$1,296
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,118

Action Title: Provide Students with Supplemental Services to Master Grade Level Standards

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving students perform at grade level.

Measures :

Students' academic performance will improve as measured in standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.
The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director
Principals
Teachers
Coordinator of Categorical and Special Projects

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Services	\$1,296
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,118

Action Title: Increase student engagement by reducing the student to staff ratio.

Means of Achievement: Increased educational opportunity

Tasks :

Provide under achieving students with additional academic support by increasing the Educational Assistants available hours in the academic day.

Measures :

- The number of High school graduates will increase.
- Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST).
- The percentage of students passing the California High School Exit Exam (CAHSEE) will increase.
- The percentage of students passing the California English Language Development Test (CELDT) will increase

People Assigned :

- Director, Alternative Education
- Principal
- Coordinator of Categorical Programs

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Additional hours for Educational Assistants	\$18,990
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Additional hours for Educational Assistants	\$1,118

County Community 2011-12 Single Plan For Student Achievement Report

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

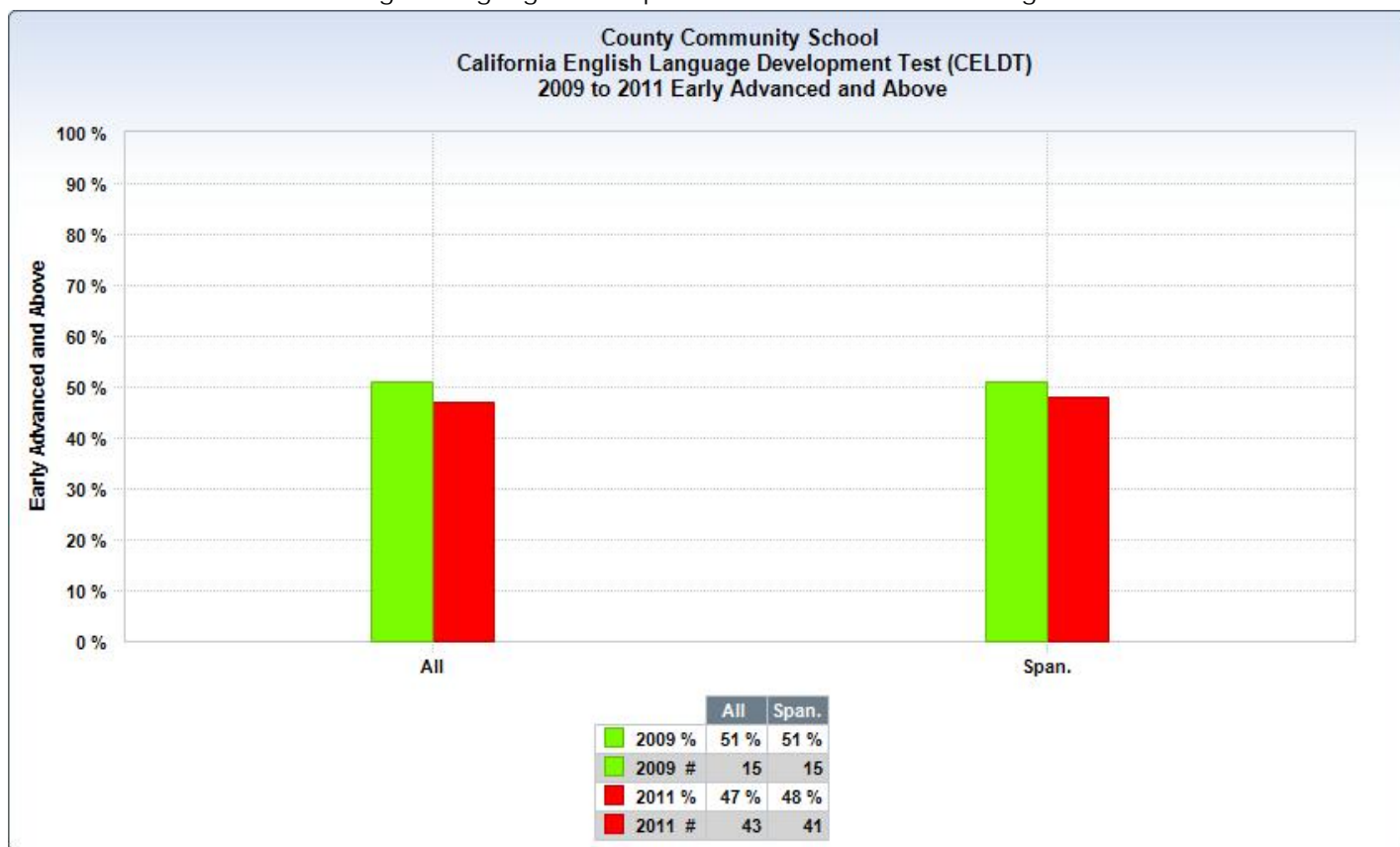
Goal Area : English Language Development

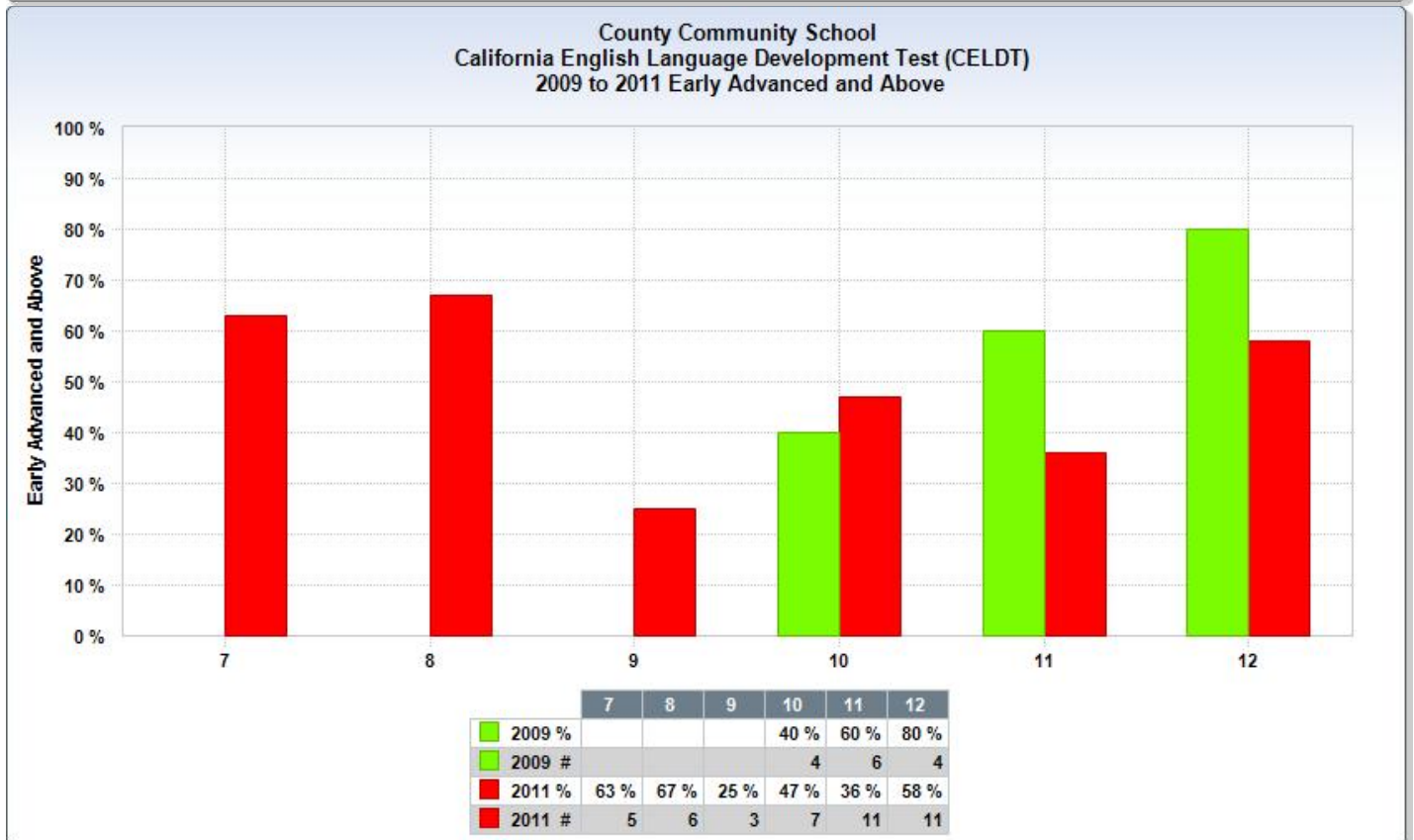
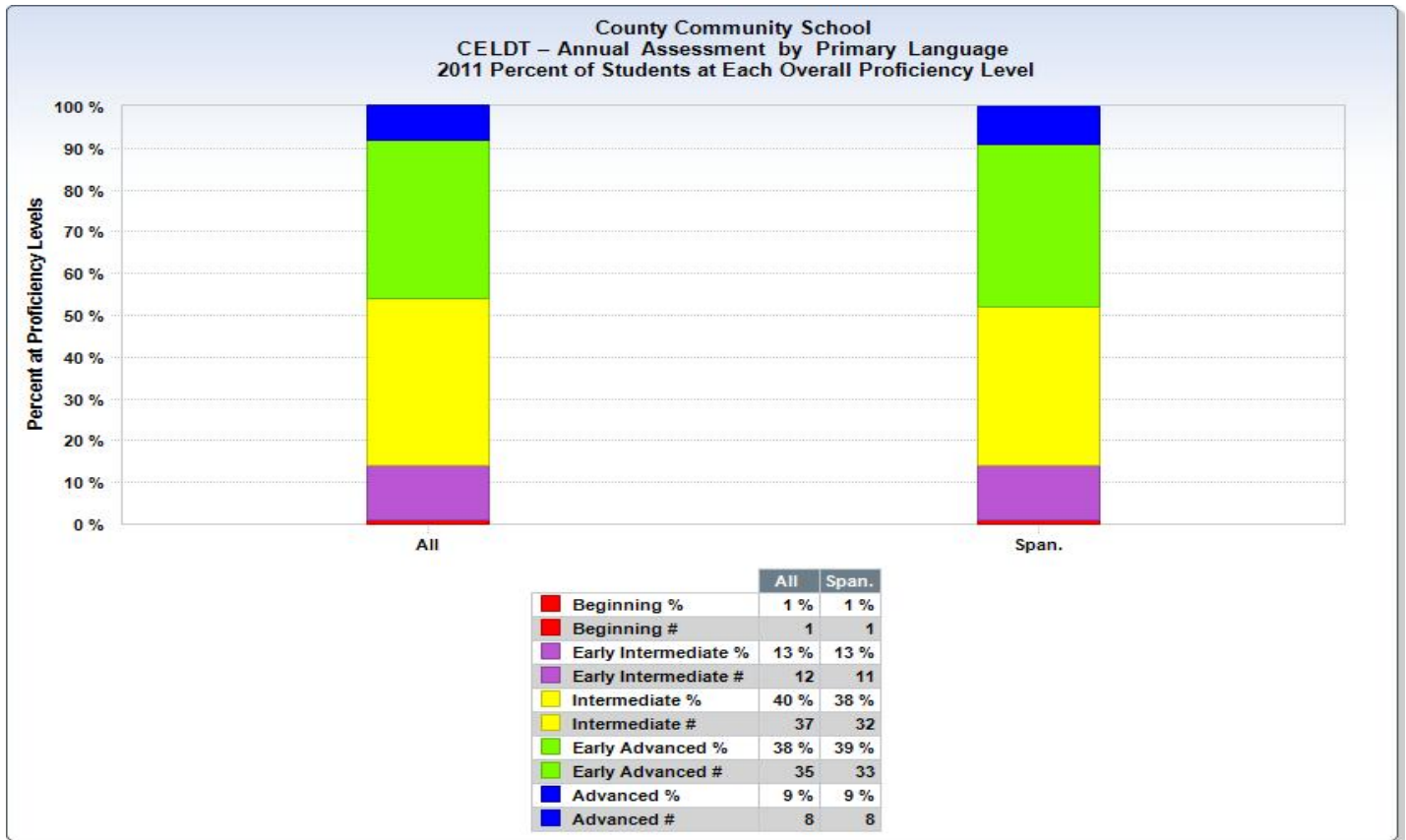
Goal Title : All Limited English Proficient Students will become Proficient in English

The County Community school, in collaboration with the Coordinator of Multilingual Programs from the SCCOE Educational Services Department, has developed a master plan describing the English Learner (EL) program. The plan details how the County Community school will implement program policies, EL Academic plans, curriculum, assessment tools, as well as professional development.

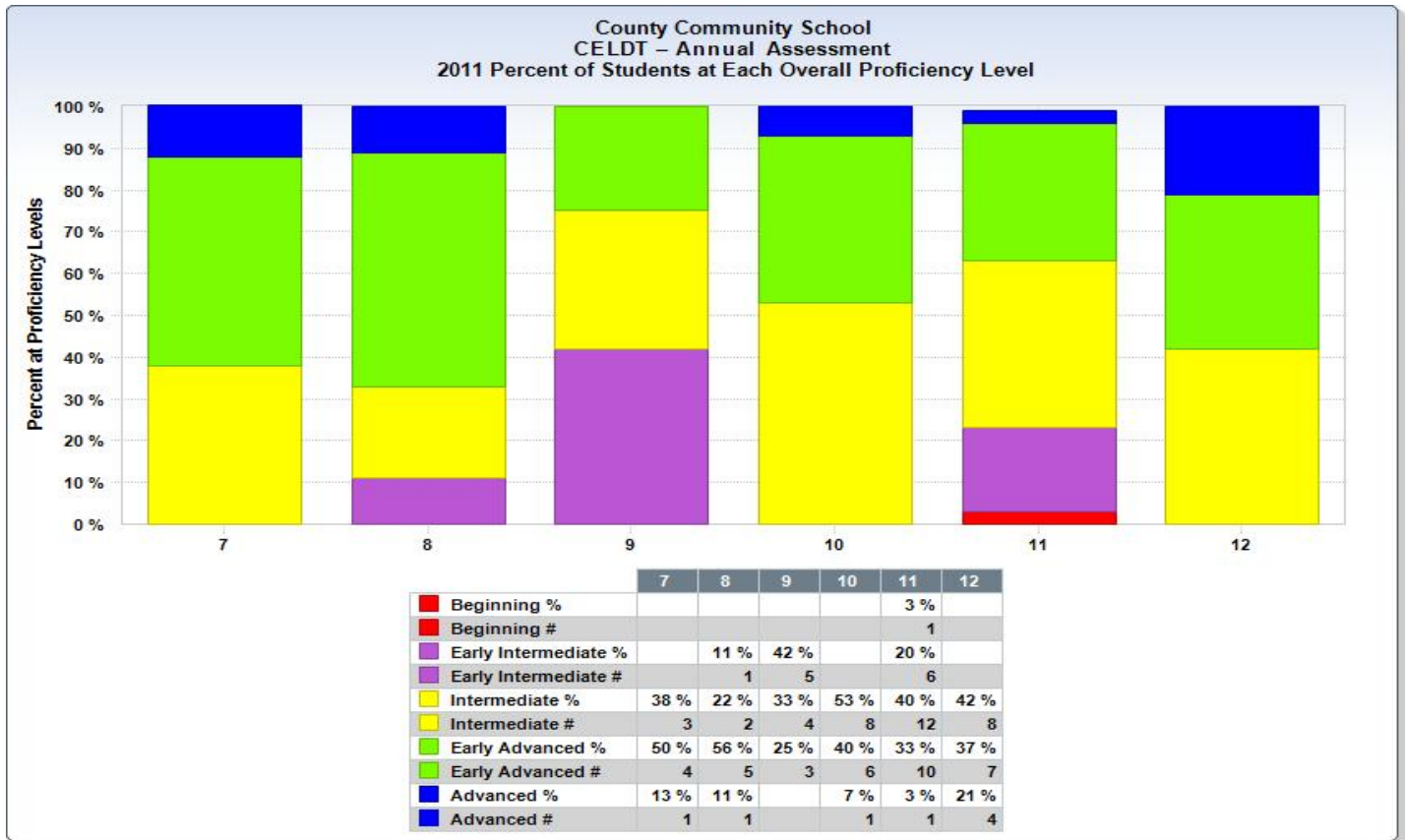
What data did you use to form this goal (findings from data analysis)?

The results from the California English Language Development Test was used to form this goal.





County Community 2011-12
Single Plan For Student Achievement Report



How does this goal align to your Local Educational Agency Plan goals?

This goal is included in our Local Educational Agency Plan.

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

All of the members of the School Site Council were involved in the analysis of the data and the development of this goal.

Who are the focus students?

Underachieving English Learners (EL) students

What is the expected growth?

What data will be collected to measure student achievement?

- Formative Assessments
- California Standards Test
- California High School Exit Exam
- California English Language Development Test (CELDT)

What process will you use to monitor and evaluate the data?

- EL students' academic performance will improve as measured on standards aligned formative assessments
- EL students' academic performance will improve as measured on the California Standards Test.
- The percentage of EL students passing the California High School Exit Exam will increase.
- The number of EL students scoring proficient on the California English Language Development Test (CELDT) will increase.

County Community 2011-12 Single Plan For Student Achievement Report

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Increase Student Engagement by Providing Independent Study Opportunities

Means of Achievement: Increased educational opportunity

Tasks :

Hire a part-time Independent Studies teacher.

Measures :

The numbers of students passing the California English Language Development Test will increase.
Students' academic performance will improve as measured on standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.
The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director of Alternative Education
Principals
Teachers
Coordinator of Categorical and Special Education

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Part-Time Independent Studies teacher	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,118

Action Title: Provide English Learners with Supplemental Materials to Help Them Master Grade Level Standards

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Evaluate current core and supplemental curriculum and determine what; materials, software, instructional supplies, equipment, etc. are needed to help underachieving English Learner students master grade-level academic standards.

Measures :

The numbers of students passing the California English Language Development Test will increase.
 Students' academic performance will improve as measured on standards aligned formative assessments
 Students' academic performance will improve as measured on the California Standards Test.
 The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director of Alternative Education
 Principals
 Teachers
 Coordinator of Categorical and Special Projects

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Materials and Supplies	\$1,295
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,118

Action Title: Provide English Learner Students with Supplemental Services to Help Them Master Grade Level Standard

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving English Learner students perform at grade level.

Measures :

The numbers of students passing the California English Language Development Test will increase.
Students' academic performance will improve as measured on standards aligned formative assessments
Students' academic performance will improve as measured on the California Standards Test.
The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director of Alternative Schools
Principals
Teachers
Coordinator of Categorical and Special Projects

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Services	\$1,295
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,118

Action Title: Increase student engagement by reducing the student to staff ratio

Means of Achievement: Increased educational opportunity

Tasks :

Provide under achieving students with additional academic support by increasing the Educational Assistants available hours in the academic day.

Measures :

- The number of High school graduates will increase.
- Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST).
- The percentage of students passing the California High School Exit Exam (CAHSEE) will increase.
- The percentage of students passing the California English Language Development Test (CELDT) will increase

People Assigned :

Director, Alternative Education
Principals
Coordinator of Categorical Programs

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Additional hours for Educational Assistants	\$18,990
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,117

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : School Climate

Goal Title : School Environments will be Safe, Drug-free, and Conducive to Learning

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All underachieving students

What is the expected growth?

The number of incident reports will be reduced

Attendance rates will improve.

The numbers of students passing the California English Language Development Test will increase.

Students' academic performance will improve as measured on standards aligned formative assessments

Students' academic performance will improve as measured on the California Standards Test.

The percentage of students passing the California High School Exit Exam will increase.

What data will be collected to measure student achievement?

Incident reports

Attendance reports

CELDT

CST

CAHSEE

What process will you use to monitor and evaluate the data?

Incident reports

Attendance reports

CELDT

CST

CAHSEE

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Increase Student Engagement by Providing Independent Study Opportunities

Means of Achievement: Increased educational opportunity

Tasks :

Hire a part-time Independent Studies teacher

Measures :

The number of incident reports will decrease

The attendance rate will increase

The numbers of students passing the California English Language Development Test will increase.

Students' academic performance will improve as measured on standards aligned formative assessments

Students' academic performance will improve as measured on the California Standards Test.

The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director of Alternative Schools

Principals

Teachers

Coordinator of Categorical and Special Projects

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Part-Time Independent Studies Teacher	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,117

Action Title: Provide Students with Supplemental Materials to Support Safe Learning Environments

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Evaluate current core and supplemental curriculum and determine what; materials, software, instructional supplies, equipment, etc. are needed to help underachieving students master the academic standards required in a safe school environment.

Measures :

The number of incident reports will decrease

The attendance rate will increase

The numbers of students passing the California English Language Development Test will increase.

Students' academic performance will improve as measured on standards aligned formative assessments

Students' academic performance will improve as measured on the California Standards Test.

The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director of Alternative Schools

Principals

Teachers

Coordinator of Categorical and Special Projects

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Materials and Supplies	\$1,296
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,117

Action Title: Provide Students with Supplemental Services to Support Safe Learning Environments

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving students perform at grade level.

Measures :

The number of incident reports will decrease

The attendance rate will increase

The numbers of students passing the California English Language Development Test will increase.

Students' academic performance will improve as measured on standards aligned formative assessments

Students' academic performance will improve as measured on the California Standards Test.

The percentage of students passing the California High School Exit Exam will increase.

People Assigned :

Director of Alternative Schools

Principals

Teachers

Coordinator of Categorical and Special Projects

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Services	\$1,296
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,117

Action Title: Increase student engagement by reducing the student to staff ratio

Means of Achievement: Increased educational opportunity

Tasks :

Provide under achieving students with additional academic support by increasing the Educational Assistants available hours in the academic day.

Measures :

- The number of High school graduates will increase.
- Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST).
- The percentage of students passing the California High School Exit Exam (CAHSEE) will increase.
- The percentage of students passing the California English Language Development Test (CELDT) will increase

People Assigned :

- Director, Alternative Education
- Principal
- Coordinator of Categorical Programs

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Additional hours for Educational Assistants	\$18,989
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,117

County Community 2011-12 Single Plan For Student Achievement Report

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

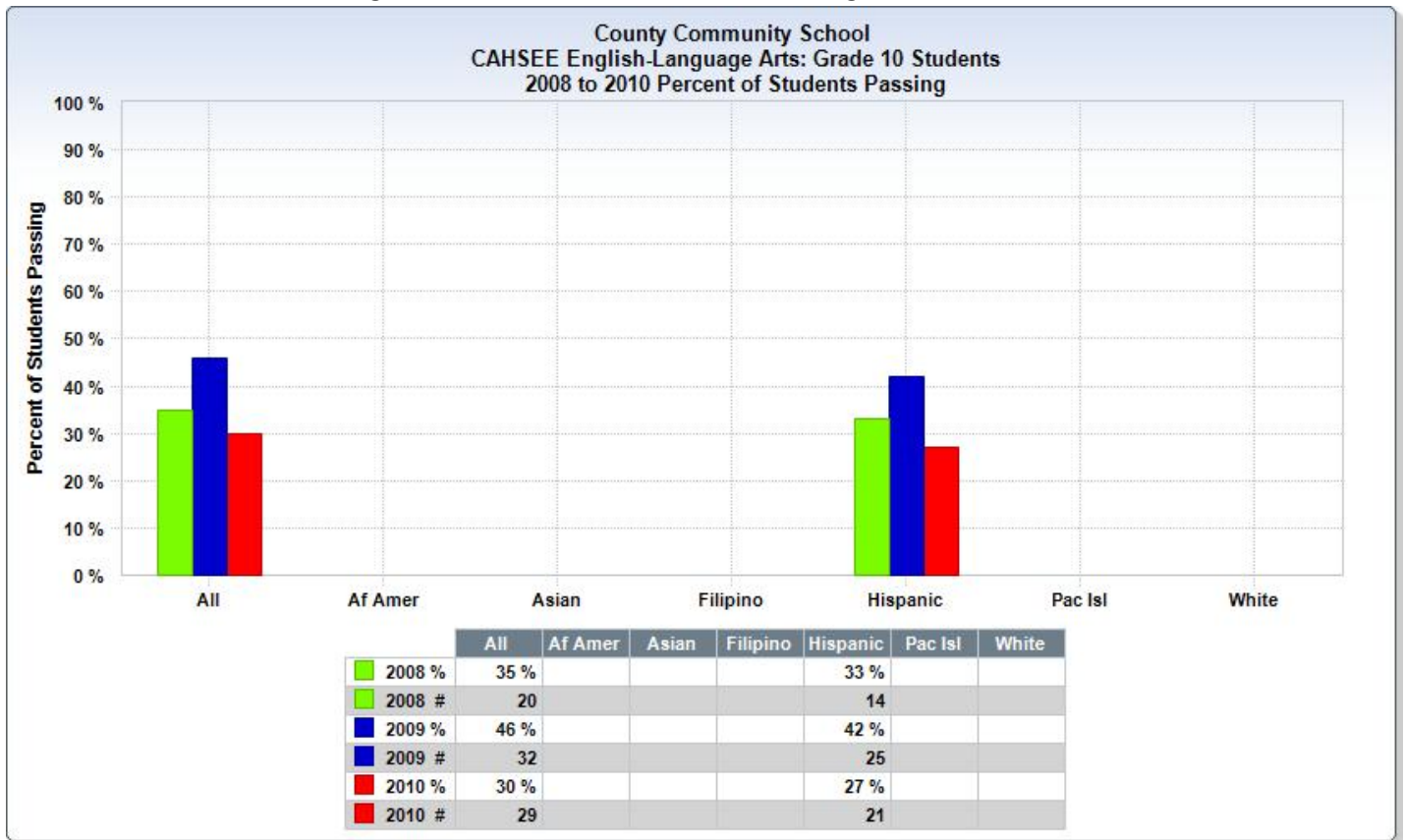
Goal Area : Other

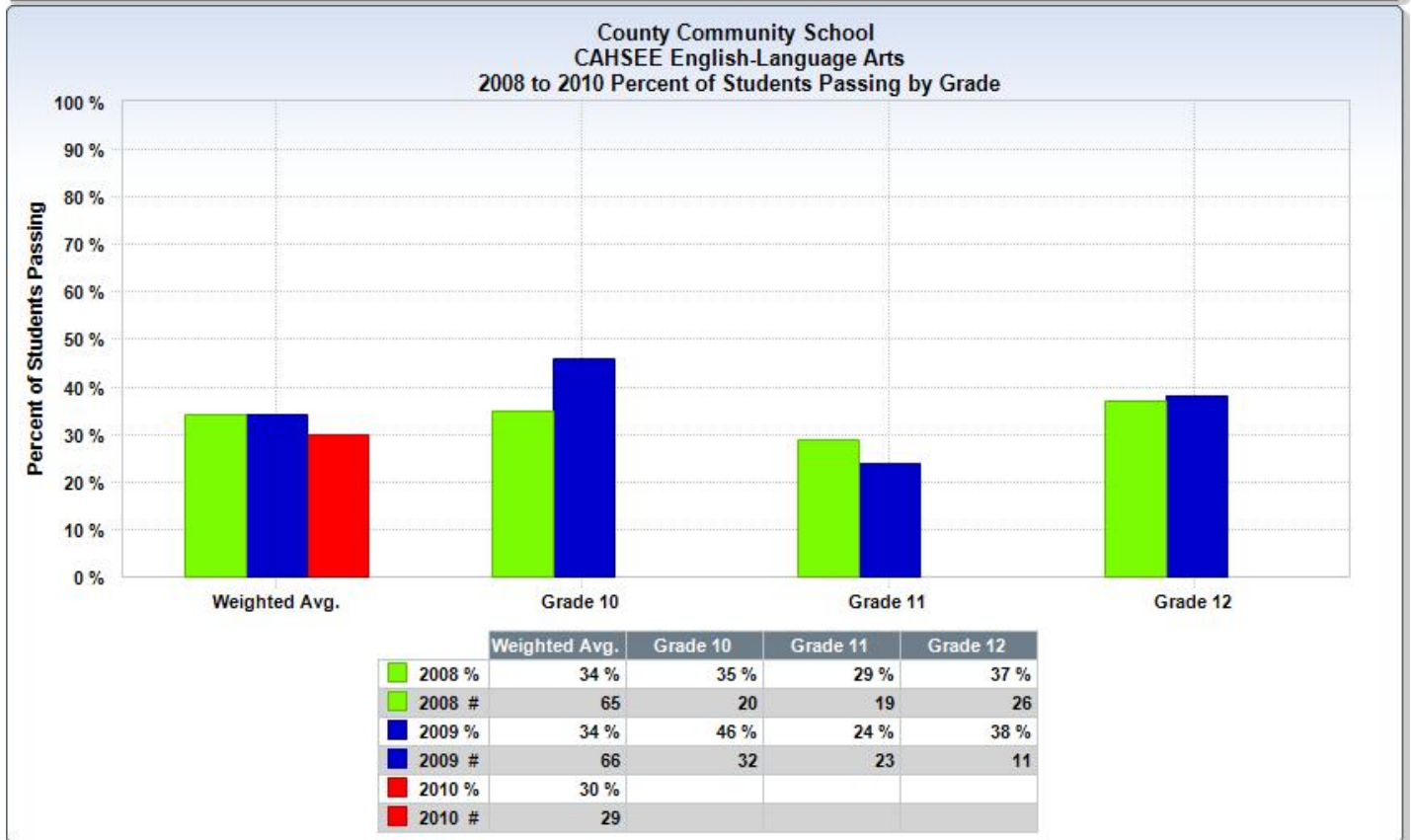
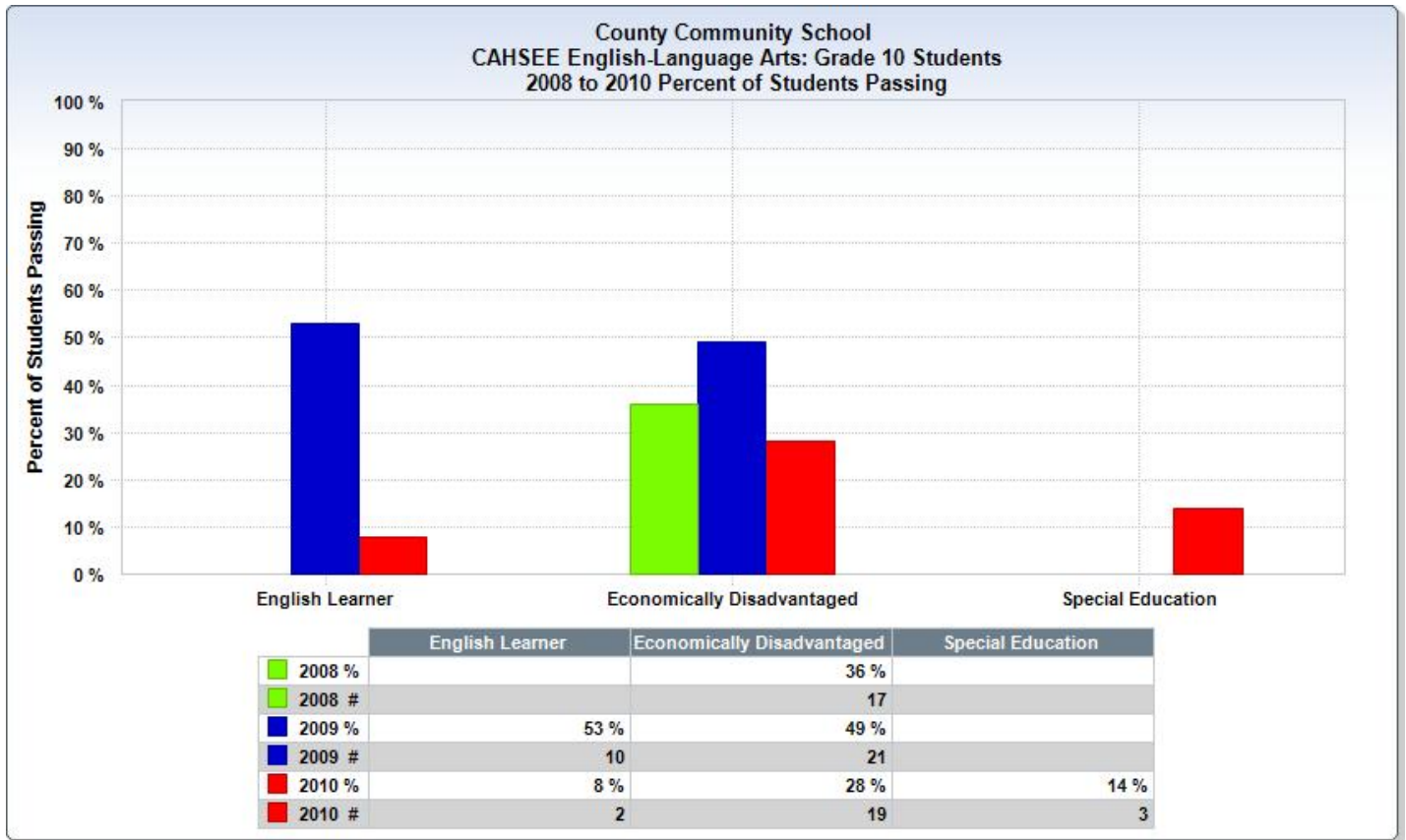
Goal Title : All Students will Graduate from High School

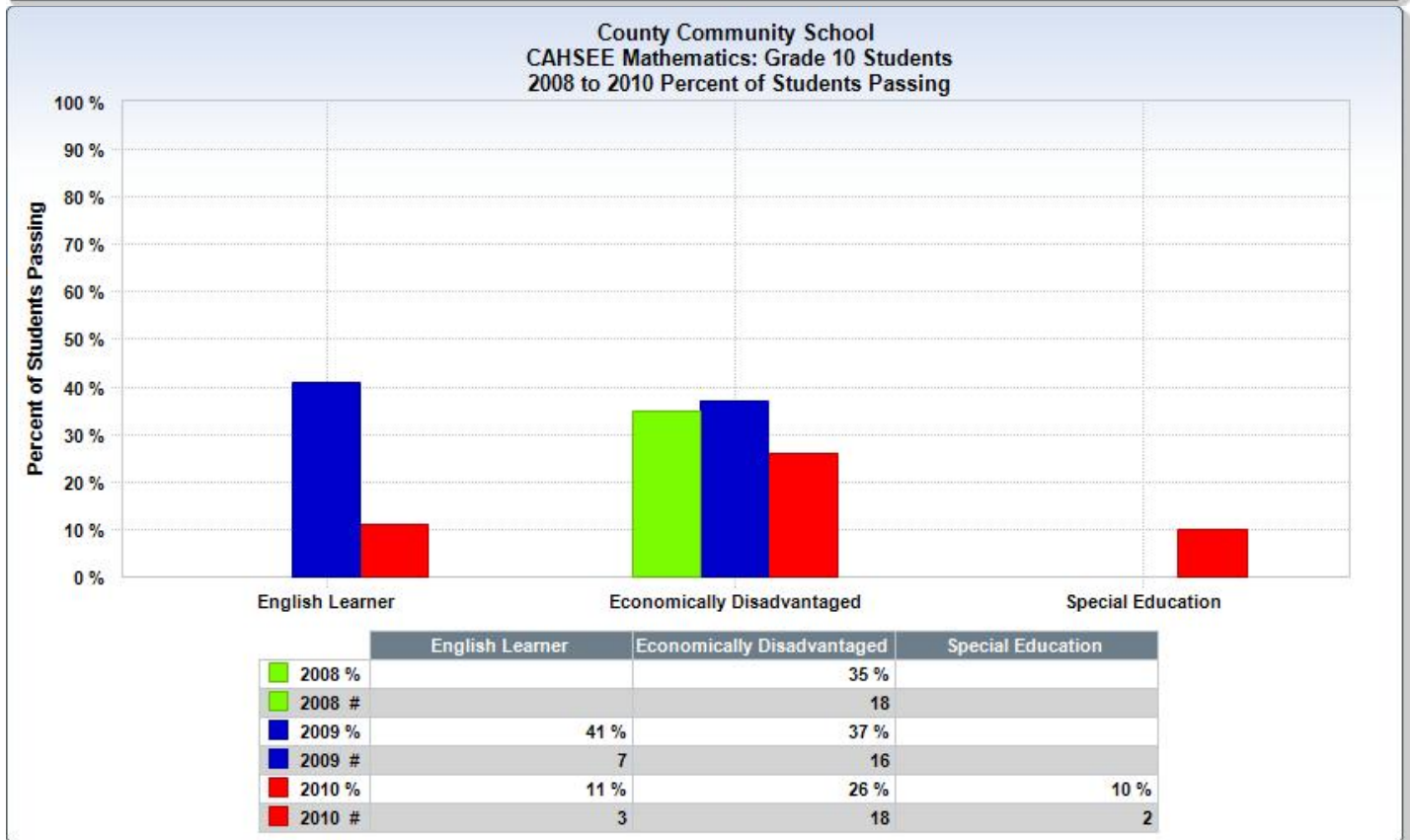
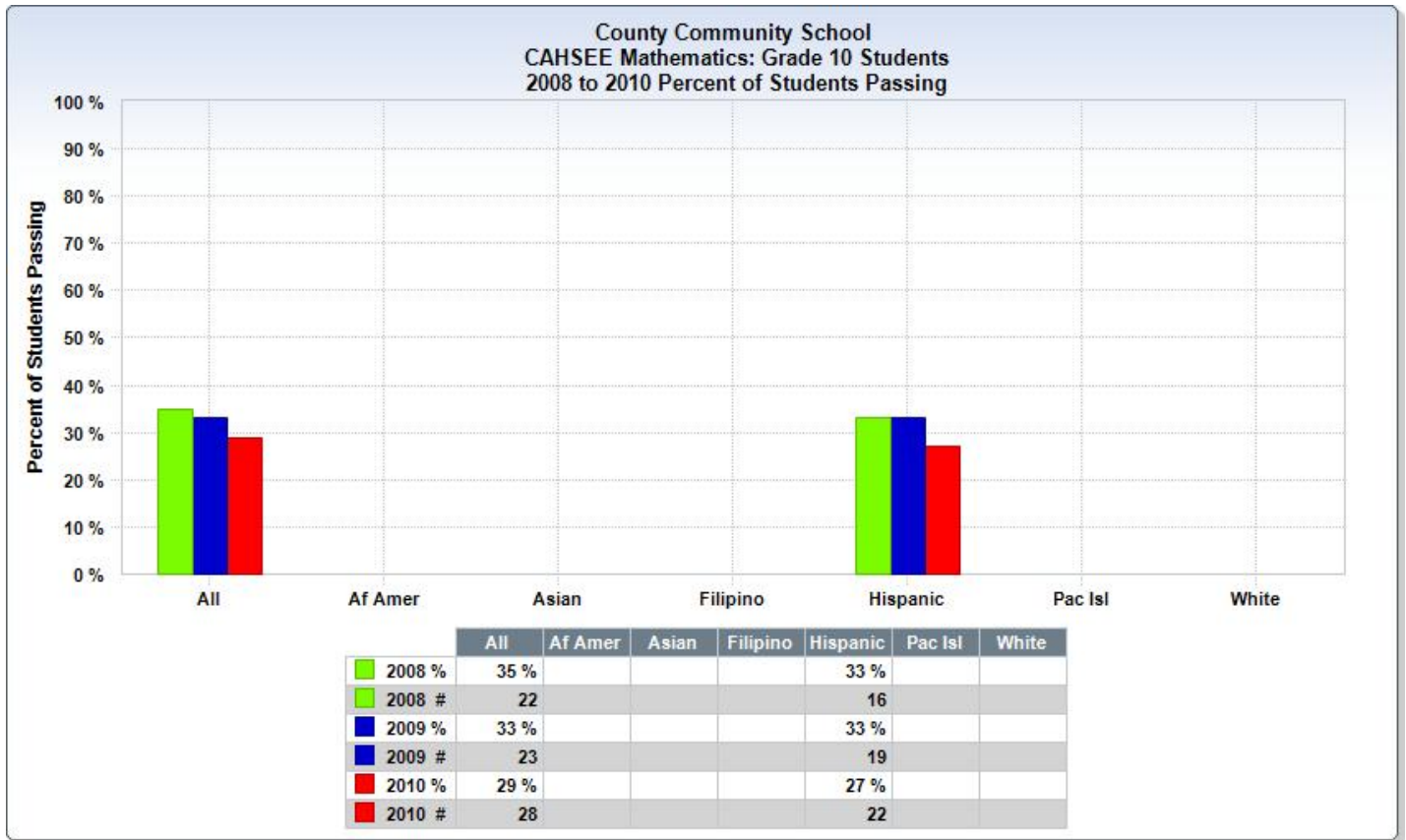
County Community Schools will reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. The utilization of Student Success Plans (SSPs) will help to support students in achieving graduation or its equivalency through the process of completing an educational plan to get the most from the time they are enrolled in one of the sites. Students will be given the opportunity to participate in a Credit Recovery Program to earn specific credits in courses in addition to the regular courses offered during the school day. The California High School Exit Exam (CAHSEE) is offered 3 times during the school year as well as 1 time during the summer to maximize passing rates.

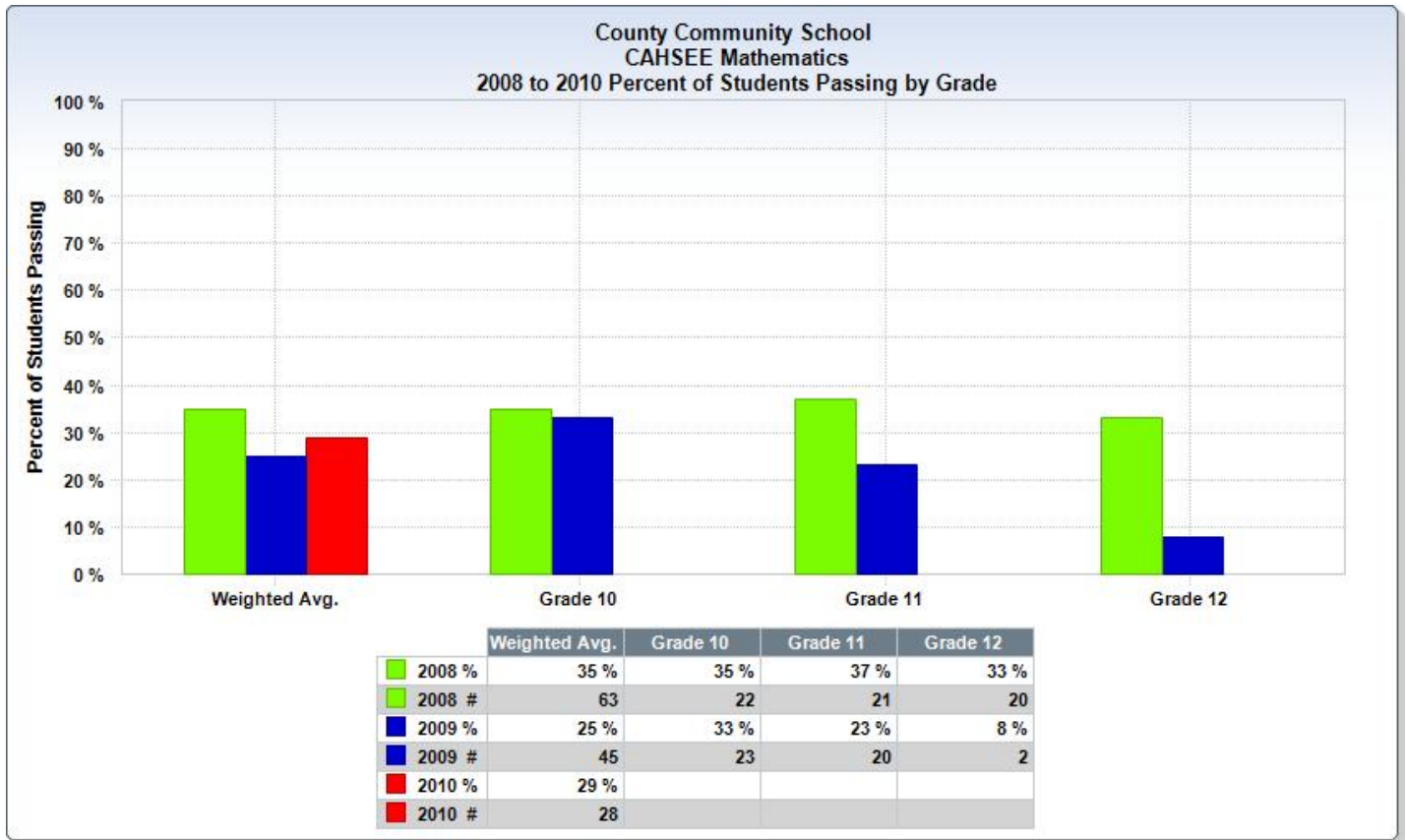
What data did you use to form this goal (findings from data analysis)?

The results from the California High School Exit Exam was used to form this goal.









How does this goal align to your Local Educational Agency Plan goals?

This goal is included in our Local Educational Agency plan.

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

All members of the School Site Council participated in the analysis of the data and the development of this goal.

Who are the focus students?

All underachieving students

What is the expected growth?

What data will be collected to measure student achievement?

High School Graduation Rate
Passing rate on the California High School Exit Exam (CAHSEE)

What process will you use to monitor and evaluate the data?

High School Graduation Rate
Passing rate on the California High School Exit Exam (CAHSEE)

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Increase Student Engagement by Providing Real Life Applications to the Value of an Education

Means of Achievement: Increased educational opportunity

Tasks :

Hire a Job Developer at the Odyssey site to provide students with opportunities to see the value of an education in the job market.

Measures :

High School Graduation Rate
Passing rate on the California High School Exit Exam (CAHSEE)

People Assigned :

Director of Alternative Schools Department
Principals
Counselors
Coordinator of Categorical and Special Assignments

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Job Developer Position	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,117

Action Title: Increase Student Engagement by Providing Independent Study Opportunities

Means of Achievement: Increased educational opportunity

Tasks :

Hire a part-time Independent Studies teacher.

Measures :

High School Graduation Rate
Passing rate on the California High School Exit Exam (CAHSEE)

People Assigned :

Director of Alternative Schools Department
Principals
Counselors
Coordinator of Categorical and Special Projects

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Part-Time Independent Studies Teacher	\$0
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,117

Action Title: Provide Students with Supplemental Materials to Help Them Master the Requirements for Graduation

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Evaluate current core and supplemental curriculum and determine what; materials, software, instructional supplies, equipment, etc. are needed to help underachieving students master the academic standards required for graduation.

Measures :

High School Graduation Rate

Passing rate on the California High School Exit Exam (CAHSEE)

People Assigned :

Director of Alternative Schools Department

Principals

Teachers

Counselors

Coordinator of Categorical and Special Projects

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Materials and Supplies	\$1,296
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,117

Action Title: Provide Students with Supplemental Services to Help Them Master the Requirements for Graduation

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Evaluate current student needs and then procure services; trainings and other supplemental to help underachieving students master the academic standards required for graduation.

Measures :

High School Graduation Rate
Passing rate on the California High School Exit Exam (CAHSEE)

People Assigned :

Director of Alternative Schools Department
Principals
Teachers
Counselors
Coordinator of Categorical and Special Projects

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Services	\$1,296
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,117

Action Title: Increase student engagement by reducing the student to staff ratio

Means of Achievement: Alignment of instruction with content standards

Tasks :

Provide under achieving students with additional academic support by increasing the Educational Assistants available hours in the academic day.

Measures :

- The number of High school graduates will increase.
- Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST).
- The percentage of students passing the California High School Exit Exam (CAHSEE) will increase.
- The percentage of students passing the California English Language Development Test (CELDT) will increase

People Assigned :

- Director, Alternative Education
- Principal
- Coordinator of Categorical Programs

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Additional hours for Educational Assistants	\$18,989
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator of Categorical Projects & Administrative Support	\$1,117

County Community 2011-12 Single Plan For Student Achievement Report

Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$133,610

Total Annual Expenditures for Current School Plan: \$133,610

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$133,610	\$133,610	\$0
	Increase Student Engagement by Providing Independent Study Opportunities		\$5,588	
	Increase Student Engagement by Providing Real Life Applications to the Value of an Education		\$1,117	
	Increase student engagement by providing real life applications to use English Language Art skills		\$1,118	
	Increase Student Engagement by Providing Real Life Applications to use Math Skills		\$1,118	
	Increase student engagement by reducing the student to staff ratio		\$60,319	
	Increase student engagement by reducing the student to staff ratio.		\$40,216	
	Provide English Learner Students with Supplemental Services to Help Them Master Grade Level Standard		\$2,413	
	Provide English Learners with Supplemental Materials to Help Them Master Grade Level Standards		\$2,413	
	Provide Student with Supplemental Materials to Help Them Perform at Grade Level		\$2,414	
	Provide Students with Supplemental Materials to Help Them Master Grade Level Standards		\$2,414	
	Provide Students with Supplemental Materials to Help Them Master the Requirements for Graduation		\$2,413	
	Provide Students with Supplemental Materials to Support Safe Learning Environments		\$2,413	
	Provide Students with Supplemental Services to Help Them Master the Requirements for Graduation		\$2,413	
	Provide Students with Supplemental Services to Master Grade Level Standards		\$4,828	
	Provide Students with Supplemental Services to Support Safe Learning Environments		\$2,413	
Total amount of categorical funds allocated to this school:		\$133,610	\$133,610	\$0

Analysis of Current Educational Practice

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA):

The school uses state assessments at the beginning of the school year and establishes school and grade level goals. Local benchmark assessments are used throughout the year, sites analyze trends and develop reteaching activities for students not meeting standards.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

The school uses regularly scheduled formative assessments on local benchmark assessments that are aligned to standards and that provide timely data on students' progress in all subjects and in the intervention programs. Results from these assessment are used to inform teachers and administrators on student placement, instructional needs and progress, and the effectiveness of instruction.

3. Status of meeting requirements for highly qualified staff (ESEA):

100% of teachers of core academic subjects qualify as Highly Qualified Teachers. All teachers of core academic subjects possess at least a bachelor's degree, hold the appropriate credential for the academic subjects they teach, and have demonstrated knowledge and competence in the subjects they teach.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

5. Sufficiency of credentialed teachers and teacher professional development (e.g. access to AB 466 training on SBE-adopted instructional materials) (EPC):

All classrooms are staffed with highly qualified teachers. Teachers of core academic subjects possess a bachelor's degree, hold an appropriate teaching credential, authorization, or intern certificate, and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, and ELD, that focuses on curricular and instructional materials.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

We have a comprehensive staff development program that is aligned with our school plan goals.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

The district provides instructional assistance and ongoing support to teachers of all subjects and grade levels. Teachers receive professional development from content experts and work with coaches from the Educational Services branch to deepen their knowledge about the subject content and delivery of instruction.

8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

The district facilitates and supports structured collaboration meetings in order for all teachers to analyze, discuss, and utilize the results of the local assessment system to guide student placement, instructional planning and delivery, and progress monitoring.

9. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

The school utilizes textbooks and supplemental materials that are aligned with state standards in English language arts, mathematics, and science. Teachers use differentiated instruction to accelerate student learning in these subject areas. Student progress toward meeting state standards in English language arts, mathematics, and science is measured using a system of quarterly benchmark assessments and a summative assessment at the end of the year. These assessments are scaled in order to ensure proper monitoring of student growth throughout the year.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

The school complies with and monitors the daily implementation of instructional time for English language arts and mathematic core programs, as well as additional time for strategic support and ELD for identified English Learners.

11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

County Community 2011-12 Single Plan For Student Achievement Report

The district prepares, distributes, and monitors the use of the annual assessment pacing guide being used for each grade level for all subjects, including strategic support and intensive intervention reading and mathematics programs, in order for all teachers to follow a common sequence of instruction and assessment.

12. Availability of standards-based instructional materials appropriate to all student groups (ESEA):

Every student has access to standards-based instructional materials appropriate to his or her student group description, which include English Learners and Title I.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

The school provides universal access to the current core subject programs, and the ancillary materials for those programs. The school also provides the current intensive interventions for English language arts, ELD, and mathematics. These programs are implemented as designed and are documented to be in daily use in every classroom, with materials for every student.

14. Services provided by the regular program that enable underperforming students to meet standards (ESEA):

15. Research-based educational practices to raise student achievement at this school (ESEA):

16. Resources available from family, school, district, and community to assist under-achieving students (ESEA):

17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

The staff and School Site Council (SSC) annually review student performance data and analyze current instructional programs to determine goals for the following school year. Services and activities designed to improve academic performance are established, and categorical funds are allocated based on the priority of the service or activity. The school continually invites the community to participate in School advisory committees to review the school plan and provide input on ways the plan can meet the needs of students.

18. Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

The staff and School Site Council (SSC) annually review student performance data to determine goals for the following school year. Services and activities needed to accelerate learning among underperforming students are determined for each goal. Categorical funds are then allocated based on the priority of the service or activity. Throughout the year, the SSC monitors the spending of these funds.

19. Fiscal support (EPC):

The district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in reading and language arts, ELD, mathematics, as specified in the Single Plan for Student Achievement.

Nine Essential Program Components

1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and * English Language Development materials.
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.
4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of EPCs.