

Single Plan For Student Achievement



For School Year 2007-08

San Antonio Continuation High School

CDS Code: 19-64394-1931807



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

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District: Claremont Unified

The District Governing Board approved this revision of the School Plan on 11/19/2007

Single Plan For Student Achievement

About this School

Introduction

Alternative Education plays a central role in the economic development potential of our community. Together, we must aggressively respond to significant changes in public education throughout the 21st century. Meeting the needs of all children extends beyond state and federal mandates; it should be a common belief and commitment shared throughout the Claremont community.

The challenges in Alternative Education are significant. Due to funding shortfalls, space limitations, changing demographics, and the increasing demands of higher education and the workplace, our children, now more than ever, are relying on us to help them acquire the skills and resources necessary for success in a high-tech, global economy. The stakes are high, excuses are unacceptable, and failure is not an option. Our children deserve our very best effort.

This strategic plan reflects our passion for excellence and our commitment to being a partner in the economic and cultural advancement of our community. On behalf of our current and future students, faculty and staff, we thank everyone for your continued support to make a significant difference in the lives of our children.

The Mission

It's all about the children.

Education is not a service that can be delivered to students; it is created in individuals as they engage with academic content, learn to do important things in the world, and make meaning of their own lives. Education is best and most effectively supported by strong, mutually accountable relationships between teachers, families and the students. All school activities should work to support these relationships and the focus on the student's success.

Our Core Beliefs

We, the students, staff, parents, and community are a family of learners and leaders, who work together to create an environment where all people participate in:

- a safe and respectful environment that facilitates learning opportunities, and
- a relevant curriculum based upon high expectations and standards.

Our Vision

Build the Future Vision

Alternative Education will be recognized as the jewel of Claremont Unified School District by:

- exhibiting exemplary student performance
- providing exceptional opportunities for students
- forging community partnerships
- providing cutting-edge technology
- mobilizing external resources
- adapting to a dynamic educational climate

Our Expected Schoolwide Learning Results:

"Academic Achievers who develop an interest in becoming lifelong learners, Effective Communicators who seamlessly integrate technological tools into school, the workplace, and life, and Productive Citizens who demonstrate good citizenship including respect for others."

Claremont Unified School District Board of education Goals and our non-negotiable goals

Goal #1 - Quality teaching and learning for the whole child

Non-negotiable:

Every child can and will learn and demonstrate progress in at least one academic area that is measurable and reported to the community.

Goal #2 - Quality facilities that meet educational and community needs

Non-negotiable:

All schools and facilities will be safe, clean, and conducive to learning.

Goal #3 - Curriculum and services that support students coming to school ready to learn and which promote healthy choices and lifestyles

Non negotiable:

All CUSD staff will value the academic, physical, social, and emotional needs of every student when making decisions.

Goal #4 - Communicate with and engage our community

Non-negotiable:

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Every school and department will develop communication strategies and partnerships with the community.

San Antonio High School (WASC accredited) is a model continuation high school which was founded in 1966 and is mandated by the California Education Code to provide a flexible program - an additional opportunity for the completion of required academic courses of instruction to graduate from high school - a specially designed program of individual instruction and intensive guidance services to meet the special needs of pupils. The basic program has never deviated from its original function of helping students who need a second chance to realize their potential and achieve success.

Staff members have designed a curriculum which challenges all students to fulfill their potential and reach beyond. The program has been accredited by the Western Association of Schools and Colleges.

The essence of San Antonio High School is most eloquently expressed by its students. They give credit to the staff for instilling in them a commitment to graduate, a positive attitude toward life, a feeling of confidence and acceptance, and an interest in school and community activities.

San Antonio High School is a model continuation high school, which provides a flexible program to meet the needs of students. The basic program has never deviated from its original function of helping students who need a second chance to realize their potential and achieve success.

Some students thrive in traditional schools, easily achieving academic success and social glory. Other students - like round pegs in square holes - find that school is not a good fit. Sometimes they fall so far behind in school credits that graduation seems impossible. Still others find they need to focus on surviving rather than learning.

When it comes to education, one size doesn't fit all. For many students, San Antonio High School (SAHS) provides an answer - or at least a second chance. The advantage at SAHS is that teachers are able to consider the total student. At SAHS, students may go from struggling to thriving, because they receive individual attention, the opportunity to work independently, receive emotional support, and take advantage of a small school setting with a family atmosphere, to help overcome social and behavioral problems.

Analysis of Current Educational Practice

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

Teachers use State Standards to guide district instructional practice. District in-service days, staff meetings and the BTSA program focus on assisting teachers with full implementation of standards based instruction. Math instruction, with recently adopted math materials, continues to assist students in reaching proficient levels in all mathematics standards areas.

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

All student groups, heterogeneously grouped in classes by gender, ethnicity, ability, language, social development and economic level, have equal access to standards based curriculum. Textbooks, library books, reference materials, computer network and all district materials are accessible for all teachers and students. All textbooks purchased are aligned to standards. Materials reflect the diverse learning populations in classrooms with facilities providing access for all students. Teachers use technology to develop classroom materials and assessments, for grading, and directly with students actively in the classroom. Instructional materials are modified to meet the needs of special needs populations such as English Learners, underachieving students, and special education students.

Guidance:

Provides informational materials on high school graduation and college admission during four-year planning sessions, sophomore and AB1802 counseling sessions, junior and senior information nights and credit checks and in the Parent/Student Handbook.

English:

Provides state standards, anthologies aligned to standards, and resource books for all English classes.

Mathematics:

Provides textbooks that are all standards-based. Utilizes a computerized learning program

Science:

Provides new standards-based textbooks in Biology and Physics , in addition we have added a new class of horticulture.

Physical Education:

Provides instructional materials for physical fitness standards in the form of test materials such as sit, reach, and curl up boards, computer equipment and software for assessment, and videos on healthy lifestyles.

Social Science:

Reviews and verifies all purchased publisher-generated materials which are aligned with state content standards

Special Education:

Utilizes the same standards-based textbooks that are in use in English, mathematics, science, and social science and modifies lessons as needed to match students' abilities.

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

Professional needs for teachers are developed as teachers and school administrators identify teaching goals each year. In addition, San Antonio High School determine professional needs and plan according to those needs. In the past, limited funding sources have impaired sites ability to plan comprehensive professional development but teachers and administrators continue to create pathways to meeting some of the basic needs of professional development through conferences and subject specific meetings.

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

The services provided by the regular program to enable underperforming students to meet standards include smaller class sizes with high adult to student ratio (approx. 20 students to 1 adult staff member).

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

Services include BTSA, Healthy Start, School Community Policing Partnership, School Resource Officer, Health training utilize a District nurse, English Learner Program, and 10th grade counseling.

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

Classroom assessments are useful in guiding instruction and are frequently administered by teachers as one component of curriculum development. State assessments, given in the spring of each year, assist in defining deficiencies in certain skills. Each fall, teachers review state assessment results, identify patterns and trends, reconcile data with site/district data and target one or two low areas to address in the coming year. This data is used to develop the goals presented in this School Plan document. The most useful assessment is the CAHSEE, which students need to pass before graduating. This assessment gives the teachers and staff a clear picture of which strands in mathematics and English that the students have deficiencies in their learning.

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

100% of the teachers in academic areas experience low student performance.

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

Volunteers provide time to assist teachers in the classroom. The Claremont Colleges provide a pool of students to tutor students in reading and mathematics. Upon referral, request and qualifications, Healthy Start provides services and referrals to students and families with a physical, emotional or academic need. Student Study Teams and Student Guidance Teams are available for students who are experiencing behavioral or academic challenges. Counseling programs are available at many sites to further assist students.

Sophomore Counseling Categorical Funding:

During AB1802 meetings, sophomores are counseled individually on progress towards graduation and post secondary plans as well as on school and community resources available to improve achievement. Counselors attend a variety of conferences each year to remain current on college admissions, financing, and opportunities for post secondary education and careers. Counselors meet individually with all juniors and senior students and a parent if the CAHSEE has not been passed. One additional counselor has been added this year under AB1802 funding.

School Improvement Program Funding:

Funding provides tutoring and motivational field trips and beyond-the-classroom experience. It also provides for release time for teachers of the same subject to align assessments and assignments for underperforming students.

Professional Development:

The school uses visitation days provided by the District Professional Development Committee for teachers of like courses to meet together to review standards, align courses and create common standards based assessments and assignments.

Economic Impact Aid/English Language Learner:

Federal and state ELL funds provide an ELL instructional aide to work in classrooms directly with ELL students and coordinate testing and records.

Special Education:

Accommodations with instructional materials are provided to special education students. Consultation, part-time, and full-time services in the form of an adaptive physical education teacher, psychologist, speech therapist, Danbury School therapist, DDH specialists, and VI services are also provided.

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

Counseling:

- The counselors, Claremont City sponsored counselors, college psychology interns, Workability specialist, and transition specialist assist students on campus.
- Upon referral, request and qualifications, Healthy Start provides services and referrals to students and families with physical, emotional or academic needs.
- Student Study Teams and Student Guidance Teams are available for students who are experiencing behavioral or academic struggles. Personal and academic counseling is available on site by high school counselors, psychologists, nurse, health assistant, David and Margaret Home, interns from University of La Verne and off site at the city Youth Activity Center.
- Counseling programs are available to further assist students.

City resources:

- The Rancho Santa Ana Botanical Gardens partners with the science department to allow student walking field trips and projects on their grounds.
- The Chamber of Commerce sponsors Best BETS mini-grants for teachers and counselors and the Job Game event to provide students with job skills like interviewing, dress and behavior.
- Upon referral, request and qualifications, The Youth & Family Support Center provides services and referrals to students and families with physical, emotional or academic needs.
- The City of Claremont provides a variety of assistance programs aimed particularly at families of low socioeconomic status through a liaison on the SAHS campus and offices in adjacent Cahuilla Park.

College resources:

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- The Harvey Mudd College provides our connection to the Internet and technical support.
- Some underperforming students with reading difficulties are referred to the school Reading Skills class and also to the University of La Verne literacy program

School Resources

- A School Resource Officer is available on campus through a partnership with the city and the school District to counsel students, speak in classrooms, and build positive relationships.
- A drug and alcohol canine deterrent program is in place. Statistics have shown that the number of incidents related to drugs and alcohol has drastically decreased.
- The school communicates with parents through progress reports and report cards, teacher and counselor phone calls, voice mail, email and web sites, and individual student grade printouts.
- Student Study Teams and Student Guidance Teams are available for students who are experiencing behavioral or academic struggles.

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

Language is a barrier for some students and their families and often sites have insufficient staff resources to efficiently communicate with every family. Being able to reach parents (i.e., accurate phone numbers) and have parents return communication can also be a considerable barrier. Limited and restrictive funding for teachers to attend Professional Development (conference registration fees, substitute costs, hotels, meals and transportation), limited funding for supplemental curriculum, especially in the areas of leveled literature books, math manipulative, and science materials.

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

Students feel that the time after lunch is their own time and are not as willing to stay after school to get the extra assistance. The school is currently having staff meetings to configure interventions for students when they don't learn.

At times language is a barrier for some students and their families and often the site has insufficient staff resources to efficiently communicate with every family. An office secretary frequently translates in phone conversations, parent conferences, SST and IEP meetings for Spanish speaking parents. Being able to reach parents (i.e., accurate phone numbers) and have parents return communication can also be a considerable barrier. Students who enter the District from outside the United States as high school students sometimes have difficulty completing graduation requirements because of the cognitive level in reading and writing required for academic success and the limited time available before graduation.

Limited time and restrictive funding for professional development continues to affect improvements in student achievement in the areas of standards based instruction, reading strategies, and in-class interventions for underperforming students.

Funding for instructional materials to provide updated standards based textbooks for all courses, lab supplies, supplemental materials for CAHSEE interventions, equipment, technology, and infrastructure are significant barriers to improving student achievement for all students.

Increased numbers of student families living in poverty who have problems academically.

Low all-day attendance rates of some students affect their academic achievement. Some under performing students are involved in extra-curricular activities that pull them out of class. Therefore they miss participation in class instruction, making student achievement difficult.

Some students have discipline infractions, which prevent them from focusing and achieving in the classroom. While In-school suspension program is a deterrent to behavioral problems in the classroom, time in ISS takes under performing students away from classroom instruction.

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Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

San Antonio High School students have not performed well on the California Standards Tests (CST). Anecdotal data indicates that these tests seem to have no relevance to their lives of the students. The California High School Exit Exam (CAHSEE) has just started to make a sense in the lives of these students. Students realize that if they do not pass the CAHSEE, they will not earn a diploma.

Conclusions from Parent, Teacher and Student Input

The input from parents, teachers, and students is important to focus on the requirements for graduation and skills & plans for student's post-secondary experience.

School Goals for Improving Student Achievement

Mathematics

Improve CAHSEE pass rate in mathematics

All students in grades 11-12 will improve their knowledge of mathematics strands; Algebra 1 & Measurement and Geometry, as measured by the scores on the CAHSEE in mathematics, taken November, February and March.

Reading/Language Arts

Improve CAHSEE pass rate in English Language Arts

All students grade 11-12 will improve their knowledge in essay writing as measured by the scores on the CAHSEE in English language arts, taken in November, February, and March.

School Climate

Improve High School Graduation Rate

All credit-eligible, long-term (90 days) 12 grade students will show an increase in the high school graduation rate as measured by the ASAM and AYP.

Improve Student Persistence/Attendance Rates

All long-term (90 day) students will improve their overall persistence and attendance rates as measured by student punctuality, sustained daily attendance, and attendance rates.

Improve Student Credit/Course Completion Rates

All long-term (90 day) students will improve their overall increase in the total number of courses passed and the total number high school graduation credits earned.

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 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.

Single Plan For Student Achievement

Goal: Improve CAHSEE pass rate in mathematics

Goal Statement

All students in grades 11-12 will improve their knowledge of mathematics strands; Algebra 1 & Measurement and Geometry, as measured by the scores on the CAHSEE in mathematics, taken November, February and March.

Student Group

All students that have not passed the CAHSEE on previous attempts.

Performance Gains

Students will pass the CAHSEE in mathematics

Means Evaluating

CAHSEE report (pass rate & score on Algebra 1 & Measurement and Geometry)

Group Data

CAHSEE report on students that have taken the CAHSEE exam.

Description of Specific Actions to Improve Educational Practice

Algebra 1 Strand

Means of Achievement: Alignment of instruction with content standards

Tasks: Focus warm-ups to increase students' make meaningful use of new types of functions, including polynomial and exponential functions.

Measures: Number of passing the CAHSEE mathematics portion.
Increased number of students with no questions and higher scores on Algebra 1 warm-ups.

People Assigned: Mathematics teacher

Start Date: 11/1/2007

End Date: 5/8/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Algebra with Pizzazz	\$66.48
School and Library Improvement Block Grant	CDS/Middle School Math with Pizzazz	
School and Library Improvement Block Grant	CDS /Standards Plus Algebra 1	

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Measurement and Geometry Strand

Means of Achievement: Alignment of instruction with content standards

Tasks: Focus warm-ups on students being able to select and use appropriate units; estimate and calculate measurements for the length, area, and volume of geometric figures; understand scaling in scale drawings and how changes in linear dimension affect area and volume; and solve problems involving dimensional analysis and conversion from one unit to another.

Measures: Number of passing the CAHSEE mathematics portion.
Increased number of students with no questions and higher scores on measurements and geometry warm-ups.

People Assigned: mathematics teacher

Start Date: 11/1/2007

End Date: 5/8/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Geometry Plane and Simple	\$41.89

CAHSEE Intervention

Means of Achievement: Increased educational opportunity

Tasks: Students who have not passed the mathematics portion of the CAHSEE will be enrolled in an afterschool CAHSEE remediation class.

Measures: Number of passing the CAHSEE mathematics portion.

People Assigned: mathematics teacher
principal
dean of students

Start Date: 11/1/2007

End Date: 5/8/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Revolution Prep - CAHSEE	

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Goal: Improve CAHSEE pass rate in English Language Arts

Goal Statement

All students grade 11-12 will improve their knowledge in essay writing as measured by the scores on the CAHSEE in English language arts, taken in November, February, and March.

Student Group

Students that have not passed the ELA portion of the CAHSEE exam on previous attempts.

Performance Gains

Students will improve their pass rate on the CAHSEE.

Means Evaluating

As measured by the CAHSEE (pass rate & score on the essay portion)

Group Data

CAHSEE report

Description of Specific Actions to Improve Educational Practice

Writing Strategies

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Warm-ups at the beginning of class will the following principles: Fundamental skills of written and oral English language conventions: grammar and mechanics of writing. Writing strategies: clear, coherent, and focused writing.

Measures: Number of passing the CAHSEE mathematics portion. Increased number of students with no questions and higher scores on measurements and geometry warm-ups.

People Assigned: English teacher

Start Date: 11/1/2007

End Date: 5/8/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Standards Plus - Diploma English	\$675.00

Writing Application

Means of Achievement: Alignment of instruction with content standards

Tasks: All classes will have a writing applications portion (essay).

Measures: Number of students passing the essay portion of the CAHSEE

People Assigned: All teachers
principal
dean of students

Start Date: 11/1/2007

End Date: 5/8/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Seeking resources and/or professional development opportunities	

CAHSEE Intervention

Means of Achievement: Increased educational opportunity

Tasks: Students that have not passed the CAHSEE will be enrolled in a afterschool CAHSEE remediation class.

Measures: Number of students passing the CAHSEE

People Assigned: ELA teacher
principal
dean of students

Start Date: 11/1/2007

End Date: 5/8/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Revolution Prep - CAHSEE	

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Goal: Improve High School Graduation Rate

Goal Statement

All credit-eligible, long-term (90 days) 12 grade students will show an increase in the high school graduation rate as measured by the ASAM and AYP.

Student Group

All credit eligible long term (90 days) 12 grade students

Performance Gains

All credit eligible, long term (90 days) 12 grade students will graduate.

Means Evaluating

As measured the annual AYP report and ASAM assessment.

Group Data

AYP report
ASAM assessment data

Description of Specific Actions to Improve Educational Practice

Credit Recovery classes

Means of Achievement: Increased educational opportunity

Tasks: Create and maintain credit recovery classes for students to remediate classes they have been unsuccessful.

Measures: Students accumulating more credit and recover credits

People Assigned: principal
dean of students
teachers

Start Date: 11/1/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	No funding required	

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Goal: Improve Student Persistence/Attendance Rates

Goal Statement

All long-term (90 day) students will improve their overall persistence and attendance rates as measured by student punctuality, sustained daily attendance, and attendance rates.

Student Group

All long-term (90 day) students

Performance Gains

Show an increase in the present and on time at the beginning of school. Show an increase in the present in class and completing the assigned instructional day. Show an increase in the attendance rate.

Means Evaluating

As measured by the ASAM assessment data

Group Data

ASAM assessment
Student Punctuality
Sustained Daily Attendance
Attendance Rate

Description of Specific Actions to Improve Educational Practice

Improve response to SARB

Means of Achievement: Involvement of staff, parents and community

Tasks: Letters sent home for students with 10% excused absences
Letters sent home for students with unexcused absences (truancies)
Letters sent home for students with habitual tardies

Measures: Decreased excessive excused absences
Decreased excessive unexcused absences (truancies)
Decreased tardies

People Assigned: Attendance caller
Principal

Start Date: 11/1/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Action amount undetermined	

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Improved Overall Attendance

Means of Achievement: Increased educational opportunity

Tasks: Utilize automated caller for tardies and absences in the morning.

Measures: Decrease in the number of tardies
Decrease in the number of excused absences and unexcused absences(truancies)

People Assigned: Attendance caller

Start Date: 11/1/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Action requires no extra funding	

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Goal: Improve Student Credit/Course Completion Rates

Goal Statement

All long-term (90 day) students will improve their overall increase in the total number of courses passed and the total number high school graduation credits earned.

Student Group

All long-term (90 day) students

Performance Gains

Show an increase in the total number of courses passed.
Show an increase in the total number of high school graduation credits earned.

Means Evaluating

As measured by the ASAM assessment data

Group Data

ASAM
Course completion data
Credit completion data

Description of Specific Actions to Improve Educational Practice

Project based lessons

Means of Achievement: Alignment of instruction with content standards

Tasks: Development and implementation of District essential standards through project based instruction.

Measures: As measured by the number of project based lessons delivered to students.

People Assigned: Principal
Dean of Students
Teachers

Start Date: 11/1/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	CDS/History Alive!	
School and Library Improvement Block Grant	Seeking professional Development opportunities	

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Resiliency Skills Development

Means of Achievement: Increased educational opportunity

Tasks: Purchase and implement curriculum based resiliency program.

Measures: As measured by the number of students completing courses and earning credit.

People Assigned: Principal
Dean of Students
Teachers

Start Date: 11/1/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Character Counts!	
School and Library Improvement Block Grant	CDS/Personal Development	
School and Library Improvement Block Grant	CDS/Turning Tem Around	
School and Library Improvement Block Grant	ASB Stipend/Dr. Edward Santana-Grace	\$1,000.00
School and Library Improvement Block Grant	ASB/Teen Leadership workbooks - Dr.Santana-Grace	\$430.00

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Categorical Funding Allocated to this School

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

School and Library Improvement Block Grant

Program/Initiative Purpose	Amount
The purpose of School Improvement Programs is for elementary, intermediate, and secondary schools to improve instruction, services, and school environment and organization according to school site plans developed by school site councils.	\$13,320
The purpose of the School Library Materials program is to provide funding for library resources including books, periodicals, microforms, audio-visual materials, computer software, CD ROMs, and equipment necessary to provide access to library resources wi	\$521

Title III LEP Students

Program/Initiative Purpose	Amount
To provide supplementary programs and services to limited-English-proficient (LEP) students (known as English learners in CA). The purpose of the subgrants is to assist LEP students to acquire English and achieve grade-level and graduation standards.	\$593

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

Program/Initiative Purpose	Amount
Develop fluency in English and academic proficiency of English Learners.	\$4,770

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School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Barbara Rumbles	Classified Staff	909-398-0316	
Michelle Harris	Community Member	909-626-5280	11/1/2007
Steven Boyd	Principal	909-398-0316	11/1/2007

Single Plan For Student Achievement

Recommendations

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

**Approval
Date**

1. School Site Council Members
2. Plan Review Due Date:
3. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
 - State Compensatory Education Advisory Committee
 - Special Education Advisory Committee
 - School Health Council
 - Gifted and Talented Education Advisory Committee
 - English Learner Advisory Committee
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
7. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
8. The school plan was adopted by the council on:
9. Public Notice Due Date:
10. District Governing Board Review Due Date:
11. School Site Plan Approved: 11/19/2007
12. Attested by School Principal:
13. Attested by School Site Council Chairperson:

Attested:

Steven D. Boyd		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date