



# Riverside Unified School District Single Plan for Student Achievement



**CDS#:** 33      67215      3330024  
County      District      School (7 digit #)

**School:** Arlington High School

**Year:** 2010-11

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**Date Approved by SSC:** November 18, 2010

**Date Approved by Board of Education:** March 7, 2011

**Please check each box that applies to your school:**

Non Title I

Title I School

TI Program Improvement Year - 1  2  3  4  5

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## Mission/Vision & Districtwide Agreement

**RUSD Mission:** The mission of the Riverside Unified School District is to educate a community of lifelong learners prepared for the demands of the 21<sup>st</sup> century by forging a partnership with the community through which diversity is valued, limits are challenged, and excellence is rewarded.

### School Mission, Vision & Collective Commitments

**Date of Revision:** Nov. 18, 2010

**MISSION** (What is the purpose of our daily work?):

Arlington High School will provide a high quality education in a safe environment where students value learning, think critically, set and obtain goals and communicate clearly.

**VISION** (Where do we want to be/what do we want to become in the future?):

Vision

We endeavor to be:

- a school that demands excellence from everyone while providing a high degree of support.
- a collaborative staff with a common goal of motivating students.
- a school that implements a pyramid of interventions to ensure the success of all students.
- a California Distinguished School that excels in Academic Performance Index(API) and Adequate Yearly Progress(AYP) scores.

**COLLECTIVE COMMITMENTS** (What will all stakeholders commit to in the pursuit of our mission and vision?):

**Goals**

1. To refine our work as a Professional Learning Community in order to increase student academic achievement.
  - Focus on Learning
  - Focus on Results
  - Collaborate
2. To continue to shape our school culture in order to help students connect to school.

## **Expected Schoolwide Learning Results**

Self-directed learners who:

- set priorities and achievable goals.
- manage and evaluate progress towards goals.
- take responsibility for their actions and choices.

Critical thinkers who:

- identify problems.
- access and evaluate information.
- draw conclusions and solve problems.

Effective communicators who:

- listen actively.
- read for a variety of purposes.
- write clearly and convincingly
- speak clearly to communicate emotions and ideas
- participate actively in a discussion.
- utilize visual and other creative outlets for expression of ideas.

Collaborative workers who:

- recognize and respect individual viewpoints.
- work together to accomplish goals.

### **2010-11 School Focus Areas:**

1. Maximize student learning via strategic lesson design

- Learner engagement
- Reading comprehension
- Critical thinking
- Authenticity

2. Connect students to school

- Relationship building
- Interventions

## Analysis of Current Instructional Program

### Standards, Assessment and Accountability

#### **Describe how you use state and local assessments to modify instruction and improve student achievement.**

Student achievement data is shared at faculty meetings, department meetings, and course team meetings to inform all of the decisions related to student learning. Teams analyze California Standards Test (CST) and the California High School Exit Exam (CAHSEE) results in three ways: overall results, content sub-scores and disaggregated sub-groups. Teams also analyze district assessment data by student proficiency levels and by item.

Teams develop and implement common assessments. The resulting data is analyzed by the team and given to the principal. Supplementary services provided by categorically funded staff have been determined based on analysis of AHS's CST scores, CAHSEE scores, Academic Performance Index (API) and Annual Yearly Progress (AYP).

#### **Describe how you use data to monitor student progress on curriculum-embedded assessments and to modify instruction.**

Common assessments are written and administered in each of the four core curricular areas. Data is collected and analyzed by course and by teacher.

### Staffing and Professional Development

#### **What percentage of teachers and paraprofessionals are NCLB compliant?**

98.06% Teachers / 100% Paraprofessionals

#### **Describe the leadership strategies used to increase the probability that highly qualified and effective teachers remain at your school.**

The Professional Learning Community model is at the heart of Arlington's leadership approach. In this collegial model, teachers and administrators collaborate to address the learning needs of our students. Teachers and other support staff take leadership roles on the campus. Staff knowledge, effectiveness, and professionalism are recognized, respected, and celebrated.

#### **Describe how staff development is aligned to content standards, assessment of student performance and professional development needs.**

Staff development is addressed during staff meetings where technology use and instructional best practices are shared.

#### **Describe how you will provide ongoing instructional assistance and support for teachers (e.g., use of instructional coaches and staff development specialists).**

Instructional coaches provide support for teachers. They conduct CWTs and meet with teachers to discuss findings. Teachers meet with coaches when they have concerns and coaches share instructional strategies and classroom management techniques. Coaches take teachers into other classrooms to observe strong instructional practices.

#### **Describe your teacher collaboration process by grade level or department.**

Departments meet monthly to collaborate. Course teams meet during early release time (approximately two times per month). Agendas, minutes, and artifacts are compiled in notebooks.

## Teaching and Learning

### **Describe how you ensure that all standards-based instructional materials are available to all students.**

Each subject/classroom is checked for availability of textbooks and other supporting materials by the administration. Each teacher supports the Williams agreement and posts the agreement. The school librarian has developed a textbook inventory monitoring system to assure that every student has checked out the required textbooks.

### **Describe how curriculum, instruction and materials are aligned to content and performance standards.**

All disciplines have aligned their curriculum, instruction, and materials to content and performance standards, and all departments have routinely scheduled, common curriculum planning time. This time is provided for teachers to discuss what they feel to be their essential content standards, determine the “big ideas,” develop essential questions, plan engaging common lessons and develop common assessments. It is at these sessions that departments discuss and determine possible strategies of intervention should students experience difficulties. Administrators monitor the alignment of instruction and student work to content standards in their classroom walkthroughs (CWTs) and discuss their observations directly with the teachers.

## Opportunity for Equal Educational Access

### **Describe the services that are provided by the base program that enable underperforming students to meet standards.**

Our Strategies for Success program provides support for special education students enrolled in regular education classes. Strategic English/Language Arts classes are extra classes that front load curriculum from the regular ELA class to assist struggling students. CAHSEE workshop classes are provided to prepare juniors and seniors who have not yet passed the CAHSEE. Additional online courses are available to allow students to make up a previously failed courses. 7th period Math intervention classes are available to students struggling in Algebra 1 and Geometry.

### **Describe the research-based educational practices that are used to raise student achievement.**

All classroom teachers write and post daily two-part educational objectives. Staff development focuses on learner engagement and differentiation of instruction.

### **Describe the transition strategies that are used to assist students entering Kindergarten/7<sup>th</sup>/9<sup>th</sup> grade.**

Arlington High School partners extensively with Chemawa Middle School (who sends us 90% of our incoming freshmen) and Miller Middle School to ease the transition from middle school to high school. We collaborate to develop common practices for whiteboards: objective, standard, homework, and next test. We adopt the same school rules, dress code, and tardy policy.

Both schools focus on helping students connect the objective of the lesson with the activity to increase genuine student engagement and critical thinking. AHS upperclassmen mentor 8th graders at Chemawa’s Cougar Chats.

Incoming ninth graders are helped to feel affiliated with Arlington initially by a special orientation during summer registration. The Principal meets with the Freshmen during the first week of school. Class identification continues through pep assemblies and the availability of class shirts. Freshmen meet with an upperclassman (Link Crew member) at the beginning of the 2nd quarter to discuss progress. The Principal meets with Freshmen with an "F" at the beginning of the 2nd Quarter and the students set goals and develop an action plan.

## **Involvement**

**Describe the strategies and services used to increase parental involvement/education that will support students in becoming proficient in grade level standards.**

Parents are involved through the School Site Council (SSC), Parent, Teacher, Student Association (PTSA), the English Language Advisory Committee (ELAC), and numerous activity/athletics parent support groups. The school communicates to parents through newsletters, the web sites, e-mail, parent phone calls, conferences, the school marquee, Aeries Parent Portal, and Blackboard. The SSC monitors department SMART goals by inviting departments to share at the council's monthly meetings. Parents are invited to attend Back to School Night and two open houses. Parent education occurs at each of the various committee meetings (SSC and ELAC) and at numerous parent nights such as AVID Parents Night, and Academy Parents Night.

**Describe the involvement of parents, community representatives, classroom teachers, other school personnel and students (in secondary schools) in the planning, implementation and evaluation of the Single Plan for Student Achievement.**

SSC and ELAC participate by providing input and feedback on the Single Plan for Student Achievement. SSC members are invited to participate in classroom visits shadowing students, and student interviews to provide feedback regarding the instructional program. Teachers analyze data and develop SMART goals during pull out days and in course team and department meetings.

## **Funding**

**Briefly describe the services that will be provided by categorical funds that enable underperforming students to meet content standards (Details are provided in Action Plans).**

Instructional coaching is provided by one full-time EL instructional coach and one full-time data instructional coach. Tutors provide help for students. Individual student achievement data is presented to students and parents during Lion Chats, the school newsletter, and Aeries Parent Portal. Student achievement data is also provided to teachers at PLC meetings and each teacher has access to Data Director to analyze student performance in standardized tests, district assessments, common assessments, and teacher generated assessments for the purpose of guiding instruction.

## Ongoing Evaluation Reporting

**Describe how staff and School Site Council use data from the California Standards Tests (CSTs), the Academic Performance Index (API), and the Adequate Yearly Progress (AYP) index to evaluate schoolwide and subgroup academic achievement.**

Arlington staff analyzes the results of the CST, the API, and AYP during PLC course team meetings in the fall. This data, in conjunction with local data, is used to determine priority learning needs which form the basis of each SMART goal. An action plan is developed by core content course teams.

**Describe how staff and School Site Council will evaluate the effectiveness of your plan on an ongoing basis.**

Course teams meet during PLC meeting on Early Release Days to monitor and assess progress toward meeting their SMART goals. Department Chairs will report SMART goal(s), action plans, progress, and growth to the council.

The SSC will receive the School Plan prior to their next meeting in November 2010. At the SSC meeting in November 2010, the members will discuss student achievement, school operations, and the implementation of the Plan. The School Site Council will then approve or provide recommendations to the Plan.

The School Site Council will be informed monthly of any changes or considerations regarding the Plan.

**Describe how individual student assessment results will be shared with parents.**

A newsletter will be sent to parents four times during the school year. These newsletters will include individual student information including results of district assessments and standardized tests. Aeries Parent Portal is open to parents to view student attendance, assignment grades, course grades, and scores on standardized tests.

**English Language Arts**

SMART Goals and Action Plan for Improved Performance	Verification of SMART goals				
<b>SMART Goals</b> (Specific, Measurable, Achievable, Results Oriented, Time Bound)	<b>Date:</b> (To be completed in the Fall of 2011)				
	Schoolwide	English Learners	Special Education	Other	Other
<b>Grade level/course: 9th Grade - Introduction to Literature</b> <b>SMART Goal:</b> The number of 9th-grade students scoring proficient or higher on the CST will increase from 54% to 60% by the spring of 2011.  The number of 9th-grade English learners scoring proficient or higher on the CST will increase from 12% to 14% by the spring of 2011.	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<b>Grade level/course: 10th Grade - World Literature</b> <b>SMART Goal:</b> The number of 10th-grade students scoring proficient or higher on the CST will increase from 41% to 47% by the spring of 2011.  The number of 10th-grade English learners scoring proficient or higher on the CST will increase from 6% to 7.2% by the spring of 2011.	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<b>Grade level/course: 11th Grade - American Literature</b> <b>SMART Goal:</b> The number of 11th-grade students scoring proficient or higher on the CST will increase from 40% to 46% by the spring of 2011.  The number of 11th-grade English learners scoring proficient or higher on the CST will increase from 11% to 13.2% by the spring of 2011.	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable <b>Grade level/course: 12th Grade - English Literature</b> <b>SMART Goal:</b> The number of 12th grade students scoring proficient or higher on writing assessments at the end of each unit of study will increase to 80% by the spring of 2011.  The number of 12th grade English Learners scoring proficient or higher on writing assessments will increase to 70% by the spring of 2011.	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<input checked="" type="checkbox"/> Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<input checked="" type="checkbox"/> Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met

**English Language Arts**

**SMART Goals and Action Plan for Improved Performance**

**Verification of SMART goals**

**SMART Goals**  
(Specific, Measurable, Achievable, Results Oriented, Time Bound)

**Date:**  
**(To be completed in the Fall of 2011)**

	<b>Schoolwide</b>	<b>English Learners</b>	<b>Special Education</b>	<b>Other</b>	<b>Other</b>
[X] Not Applicable	[ ] Met	[ ] Met	[ ] Met	[ ] Met	[ ] Met
<b>Grade level/course:</b>	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met
<b>SMART Goal:</b>	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met

**How will progress during the year be monitored?**  
Progress is monitored during team collaboration time (13 meetings during the school year) and during department meetings (monthly). Formative assessments and summative assessments are used by the content teams to monitor student progress and develop instructional strategies and/or interventions.

**Action Plan for English Language Arts**

<b>Actions to be Taken to Reach These Goals</b> ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	<b>Start and Completion Dates</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>
Grade 9  Teachers will implement Step Up to Writing. Use T-Charts for active reading notes.	09/10-06/11	None	None	N/A
Grade 10  Teachers will focus on high-yield standards.  Teachers will target academic vocabulary in creating lesson plans.	09/10-06/11	None	None	N/A
Grades 11 and 12  Teachers will focus on reading comprehension with specific attention to inferences and rhetoric (Standards RC 2.1 and RC 2.6). Teachers will administer four common assessments focused on these standards. Teachers will continue to implement department-wide independent reading programs. Teachers will continue to focus on grammar (Standards 1.1 and 1.3) to increase student success on CST.	09/10-06/11	None	None	N/A
<b>Interventions specifically for underperforming students:</b> Ninth-grade students in ELA courses who do not meet assignment deadlines are assigned to "Monday School" where they receive help from English teachers to successfully complete required assignments. Students requiring intensive intervention will be considered for placement in Read 180 and SELA.				

<b>English Language Learners</b>	
<b>SMART Goals and Action Plan for Improved Performance</b>	<b>Verification</b>
<b>SMART Goals</b> (Specific, Measurable, Achievable, Results Oriented, Time Bound)	<b>Date:</b> <b>(To be completed in the Fall of 2011)</b>
<b>AMAO 1 (increase% of ELs making annual progress in learning English as measured by the CELDT)</b> <b>2010-11 Target = 54.6</b>  <b>SMART Goal:</b> The number of EL students making annual progress in learning English, as measured by the CELDT, will increase to meet the 10-11 target.	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<b>AMAO 2 (increase% of ELs attaining English proficiency on the CELDT)</b>  <u>Less than 5 Years of EL Instruction:</u> <b>2010-11 Target = 18.7</b>  <u>More than 5 Years of EL Instruction:</u> <b>2010-11 Target = 43.2</b>  <b>SMART Goal:</b> The number of EL students attaining English proficiency on the CELDT will increase to meet the 10-11 target.	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<b>AMAO 3 (increase% of ELs meeting AYP requirements for EL subgroup)</b> <b>2010-11 District Target = ELA 67% and Math 67.3</b>  <b>SMART Goal:</b> The number of 10th grade EL students scoring proficient or higher on the CAHSEE will increase by 20% or meet Safe Harbor.	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<b>Long Term English Learners-5+ years in EL program (increase% of LTELs meeting reclassification criteria)</b>  <b>SMART Goal:</b> Twenty percent of the LTEL students will meet reclassification criteria by the end of 2010-11.	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<b>Reclassified Fluent English Proficient -R-FEP (maintain or increase% of R-FEPs proficient on CST)</b>  <b>SMART Goal:</b> The number of R-FEP students scoring proficient or advanced on the CST English/Language Arts will increase 20 percent from 2009-10 to 2010-11.	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<b>How will progress during the year be monitored?</b> EL contact conferences with individual students to review current EL status and plan for reclassification. EL contact conferences with reclassified English Learners (R-FEP) to review current academic progress and CST/CAHSEE ELA and Math scores. EL contact will meet with EL team to review individual student progress. Core content teachers will analyze common assessment data for English Learners.	

**Action Plan for English Language Learners**

<b>Actions to be Taken to Reach These Goals</b> ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	<b>Start and Completion Dates</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>
The EL Instructional Coach will collaborate with counselors for appropriate EL student placement.	8/10-6/11	None	None	N/A
The EL Instructional Coach will review student achievement data with parents during ELAC meetings.	8/10-6/11	None	None	N/A
The EL Instructional Coach will mail EL student achievement data to the parents who don't attend ELAC meetings.	8/10-6/11			
The EL Instructional Coach will meet with EL students individually to review current EL status and plan for reclassification.	8/10-6/11			
The EL Instructional Coach will meet with reclassified English Learners (R-FEP) to review current academic progress, CST scores, and CAHSEE ELA and Math scores.	8/10-6/11			
Teachers will continue to implement SDAIE strategies and monitor EL student progress.	8/10-6/11			
Teachers will coordinate with the EL Instructional Coach for additional support and interventions for EL students.	8/10-6/11			
The Principal will provide 1-2 days of professional development in EL instructional strategies for selected teachers.	8/10-6/11	Substitutes	\$4000	EIA-LEP/SCI
The Principal will provide selected teachers with opportunities to participate in peer observations specific to EL instructional strategies.	8/10-6/11	Substitutes	\$7000	EIA-LEP/SCE
<p><b>Interventions specifically for underperforming students:</b>                      EL instructional coach provides feedback to teachers regarding implementation of EL/SIOP strategies.</p> <p>EL contact meets with parent, students, and teachers to monitor progress and provide assistance.</p> <p>EL intervention class in Period 7.</p>				

<b>Mathematics</b>					
<b>SMART Goals and Action Plan for Improved Performance</b>	<b>Verification of SMART goals</b>				
<b>SMART Goals</b> (Specific, Measurable, Achievable, Results Oriented, Time Bound)	<b>Date:</b> (To be completed in the Fall of 2011)				
	<b>Schoolwide</b>	<b>English Learners</b>	<b>Special Education</b>	<b>Other</b>	<b>Other</b>
<b>Grade level/course: Grades 9-11 - Algebra 1</b> <b>SMART Goal:</b> The number of students scoring proficient or higher on the CST will increase from 8.4% to 9.2% by the spring of 2011.  The number of English learners scoring proficient or higher on the CST will increase from 6% to 7.2%.	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<b>Grade level/course: Grades 9-11 - Geometry</b> <b>SMART Goal:</b> The number of students scoring proficient or higher on the CST will increase from 9% to 13.8% by the spring of 2011.  The number of English learners scoring proficient or higher on the CST will increase from 0% to 6%.	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<b>Grade level/course: Grades 11-12 - Algebra 2</b> <b>SMART Goal:</b> The number of students scoring proficient or higher on the CST will increase from 7% to 8.1% by the spring of 2011.  The number of English learners scoring proficient or higher on the CST will increase from 0% to 5%.	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	<input type="checkbox"/> Met  <input type="checkbox"/> Not Met
<b>How will progress during the year be monitored?</b> Progress will be monitored during team collaboration time (13 Early Release Days) and department meetings (monthly).					

**Action Plan for Mathematics**

<p align="center"><b>Actions to be Taken to Reach These Goals</b></p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data                      ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center"><b>Start and Completion Dates</b></p>	<p align="center"><b>Proposed Expenditures</b></p>	<p align="center"><b>Estimated Cost</b></p>	<p align="center"><b>Funding Sources</b></p>
<p>Algebra 1</p> <ul style="list-style-type: none"> <li>Essential standards are agreed upon and taught by all teachers in the department.</li> <li>Teachers will revise common assessments to ensure all essential standards are being mastered.</li> <li>Teachers will distribute CST review packets to students at least two weeks prior to testing.</li> <li>Teachers will teach the "bottom's up" method for factoring (i.e. <math>ax^2+bx+c</math>).</li> <li>Teachers will include word problems in common assessments and warm-ups.</li> </ul>	8/10-6/11	None	None	N/A
<p>Geometry</p> <ul style="list-style-type: none"> <li>Essential standards are agreed upon and taught by all teachers in the department.</li> <li>Teachers will revise common assessments to ensure all essential standards are being mastered.</li> <li>Teachers will incorporate volume and area problems throughout the year as they apply to new concepts introduced.</li> <li>Teachers will distribute CST review packets to students at least two weeks prior to testing.</li> </ul>	8/10-6/11	None	None	N/A
<ul style="list-style-type: none"> <li>Algebra 2</li> <li>Essential standards are agreed upon and taught by all teachers in the department.</li> <li>Teachers will revise common assessments to ensure all essential standards are being mastered.</li> <li>Teachers will distribute CST review packets to students at least two weeks prior to testing.</li> <li>Teachers will include graphing and short-response items on each chapter test or provide a separate quiz for each chapter.</li> <li>Teachers will have students develop a Graphing Book to use as a tool throughout the year and the following year in Pre-Calculus.</li> </ul>	8/10-6/11	None	None	N/A
<p><b>Interventions specifically for underperforming students:</b></p> <p>Lunch time tutoring in Room R-1.</p> <p>Individual help in classrooms.</p> <p>STEMS tutoring program teamed with RCC.</p> <p>AP ambassadors will tutor before school in C21.</p> <p>Notebook in R1 will be required for students to log tutoring time per teacher and be able to track intervention.</p> <p>Students are allowed to retake tests following tutoring once per quarter.</p> <p>Intervention class will be available to students struggling in Algebra 1 and Geometry.</p>				

**Other: Science**

SMART Goals and Action Plan for Improved Performance	Verification of SMART goals				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2011)				
	Schoolwide	English Learners	Special Education	Other	Other
<b>Grade level/course: Grade 9-12 - Earth Science</b> <b>SMART Goal:</b> The number of students scoring proficient or advanced on the CST will increase from 29% to 34% by the spring of 2011.  The number of English learners scoring proficient or advanced on the CST will increase from 8% to 9.6% by the spring of 2011.	[ ] Met	[ ] Met	[ ] Met	[ ] Met	[ ] Met
	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met
<b>Grade level/course: Grade 9-12 - Biology</b> <b>SMART Goal:</b> The number of students scoring proficient or advanced on the CST will increase from 35% to 40.25% by the spring of 2011.  The number of English learners scoring proficient or advanced on the CST will increase from 3% to 3.6% by the spring of 2011.	[ ] Met	[ ] Met	[ ] Met	[ ] Met	[ ] Met
	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met
<b>Grade level/course: Grade 9-12 - Chemistry</b> <b>SMART Goal:</b> The number of students scoring proficient or advanced on the CST will increase from 20% to 23% by the Spring of 2011.  The number of English learners scoring proficient or advanced on the CST will increase from 5% to 6% by the Spring of 2011.	[ ] Met	[ ] Met	[ ] Met	[ ] Met	[ ] Met
	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met
[ ] Not Applicable <b>Grade level/course: Grade 9-12 Physics</b> <b>SMART Goal:</b> The number of students scoring proficient or advanced on the CST will increase from 13% to 16% by the Spring of 2011.	[ ] Met	[ ] Met	[ ] Met	[ ] Met	[ ] Met
	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met
[ ] Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Met	[ ] Met	[ ] Met	[ ] Met	[ ] Met
	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met
[ ] Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Met	[ ] Met	[ ] Met	[ ] Met	[ ] Met
	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met
[ ] Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Met	[ ] Met	[ ] Met	[ ] Met	[ ] Met
	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met
<b>How will progress during the year be monitored?</b> Progress will be monitored during team collaboration time (13 Early Release Days) and at department meetings.					

**Action Plan for Science**

<p align="center"><b>Actions to be Taken to Reach These Goals</b></p> <ul style="list-style-type: none"> <li>✓ Based on results of Academic Program Survey and Student Achievement Data</li> <li>✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</li> </ul>	<p align="center"><b>Start and Completion Dates</b></p>	<p align="center"><b>Proposed Expenditures</b></p>	<p align="center"><b>Estimated Cost</b></p>	<p align="center"><b>Funding Sources</b></p>
<p>Earth Science</p> <ul style="list-style-type: none"> <li>• Teachers will develop and use common assessments and quizzes for each unit in the pacing guide.</li> <li>• Teachers will continue to implement previously developed common assessments.</li> <li>• Teachers will give and evaluate the RUSD quarterly assessments.</li> <li>• Teachers will expand and enhance the use of demonstrations, models, and audio visuals to facilitate student learning.</li> <li>• Teachers will collaborate with Earth Science teachers at other schools.</li> </ul>	<p align="center">8/10-6/11</p>	<p align="center">None</p>	<p align="center">None</p>	<p align="center">N/A</p>
<p>Biology</p> <ul style="list-style-type: none"> <li>• Teachers will develop and use common assessments and quizzes for each unit in the pacing guide.</li> <li>• Teachers will continue to implement previously developed common assessments.</li> <li>• Teachers will give and evaluate the RUSD quarterly assessments.</li> <li>• Teachers will provide as many labs as financially possible.</li> <li>• Teachers will collaborate with Biology teachers at other schools.</li> </ul>	<p align="center">8/10-6/11</p>	<p align="center">None</p>	<p align="center">None</p>	<p align="center">N/A</p>
<p>Chemistry</p> <ul style="list-style-type: none"> <li>• Teachers will develop and use a mid-quarter common assessment each quarter.</li> <li>• Teachers will continue to implement previously developed common assessments.</li> <li>• Teachers will give and evaluate the RUSD quarterly assessments.</li> <li>• Teachers will provide as many lab opportunities as financially feasible to give students hands-on learning experiences.</li> <li>• Teachers will collaborate with Earth Science teachers at other schools.</li> </ul>	<p align="center">8/10-6/11</p>	<p align="center">None</p>	<p align="center">None</p>	<p align="center">N/A</p>
<p>Physics</p> <ul style="list-style-type: none"> <li>• Teachers will develop warm-ups of CST-like items.</li> <li>• Teachers will schedule time to provide additional math support after school.</li> </ul>	<p align="center">8/10-6/11</p>	<p align="center">None</p>	<p align="center">None</p>	<p align="center">N/A</p>
<p><b>Interventions specifically for underperforming students:</b>                      Students will be permitted to retake examinations.                       Students may seek additional support through their teachers.</p>				

**Other: History/Social Science**  
 Not Applicable

SMART Goals and Action Plan for Improved Performance	Verification of SMART goals				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2011)				
	Schoolwide	English Learners	Special Education	Other	Other
<b>Grade level/course: Grade 10 - World History</b> <b>SMART Goal:</b> The number of students scoring proficient or higher on the CST will increase from 40% to 46% by the spring of 2011.  The number of English learners scoring proficient or higher on the CST will increase from 6% to 8%.	[ ] Met	[ ] Met	[ ] Met	[ ] Met	[ ] Met
	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met
<b>Grade level/course: Grade 11 - U.S. History</b> <b>SMART Goal:</b> The number of students scoring proficient or higher on the CST will increase from 47% to 54% by the spring of 2011.  The number of English learners scoring proficient or higher on the CST will increase from 16% to 19%.	[ ] Met	[ ] Met	[ ] Met	[ ] Met	[ ] Met
	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met
<b>Grade level/course: Grade 12 - Government and Economics</b> <b>SMART Goal:</b> 30% of students will score proficient or higher on the AHS quarterly common assessments.	[ ] Met	[ ] Met	[ ] Met	[ ] Met	[ ] Met
[ ] Not Applicable	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met
<b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Met	[ ] Met	[ ] Met	[ ] Met	[ ] Met
[ ] Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met
[ ] Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Met	[ ] Met	[ ] Met	[ ] Met	[ ] Met
[ ] Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met
<b>How will progress during the year be monitored?</b> Progress will be monitored at course team meetings (13 Early Release Days) and department meetings (monthly).	[ ] Met	[ ] Met	[ ] Met	[ ] Met	[ ] Met
	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met	[ ] Not Met

**Action Plan for History/Social Science**  
 Not Applicable

<b>Actions to be Taken to Reach These Goals</b> ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	<b>Start and Completion Dates</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>
World History • Teachers will provide practice on interpreting primary documents by providing samples from the textbook, CST released items, and other outside sources. • Teachers will implement varied instructional strategies including reciprocal reading, students rewriting document in student-friendly language, students writing questions and answers which demonstrate comprehension of documents. • Teachers will develop strategic lessons to help students understand test questions. • Teachers will use released items to create supplementary exams about WWI and WWII.	8/10-6/11	None	None	N/A
U.S. History • Teachers will increase time spent on "Between World Wars" from 2 weeks to 3 weeks. • Teachers will revise common assessments to reflect higher level questions (Bloom's). • Teachers will implement word walls and other vocabulary development strategies.	8/10-6/11	None	None	N/A
Government and Economics • Teachers will review the item analysis of the semester assessments and revise ambiguous items on the assessments. Teachers will implement strategies to help students understand test questions, i.e. students working in pairs, segmenting questions, translating questions into common vernacular, and teaching how to read the questions.	8/10-6/11	None	None	N/A
<b>Interventions specifically for underperforming students:</b> Students are given opportunities to retake tests following additional instruction.  Teachers will review frequently missed questions on common assessments.				

**Other: Schoolwide**  
 Not Applicable

SMART Goals and Action Plan for Improved Performance	Verification of SMART goals				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2011)				
	Schoolwide	English Learners	Special Education	Other	Other
<b>Grade level/course: All</b> <b>SMART Goal:</b> Arlington High School will meet or exceed its Academic Performance Index (API) targets as measured by the 2011 California Standards Test (CST).	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Grade level/course: All</b> <b>SMART Goal:</b> AHS will meet or exceed its Annual Yearly Progress (AYP) targets as measured by the 2011 California High School Exit Exam (CAHSEE).	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Grade level/course:</b> <b>SMART Goal:</b>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable <b>Grade level/course:</b> <b>SMART Goal:</b>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>How will progress during the year be monitored?</b> District and local assessment data will be monitored in course team meetings and department meetings. These assessments are given to serve as indicators of student readiness for the CST and the CAHSEE.					

**Action Plan for Schoolwide**  
 Not Applicable

<b>Actions to be Taken to Reach These Goals</b> ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	<b>Start and Completion Dates</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>
All students are expected to utilize their school planner to manage learning objectives, homework, projects, and assessments.	8/10-6/11			EIA/SCE, EIA/LEP
Students are expected to demonstrate their critical thinking at different levels of Bloom's taxonomy with an emphasis on the higher levels (analysis, synthesis, and evaluation).	8/10-6/11			EIA/SCE, EIA/LEP
Teachers will develop rigorous, meaningful, and engaging lessons incorporating high-yield instructional strategies.	8/10-6/11			EIA/SCE, EIA/LEP
All students are expected to take responsibility for their academic and personal progress by regular monitoring of achievement.	8/10-6/11			EIA/SCE, EIA/LEP
Intervention courses and workshops are offered to students who demonstrate need.	8/10-6/11			EIA/SCE, EIA/LEP
Test preparation and test taking-strategies are taught.	8/10-6/11			EIA/SCE, EIA/LEP
Freshmen are mentored by upper classmen.	8/10-6/11			EIA/SCE, EIA/LEP
Student incentives and recognition are designed to encourage personal-best performance.	8/10-6/11			EIA/SCE, EIA/LEP
Technology is used in the classroom in order to increase learner engagement and remediate underperforming students' skills.	8/10-6/11			EIA/SCE, EIA/LEP
Academic coaches work directly with teachers to ensure implementation of high-yield instructional strategies school-wide with an emphasis on literacy and English Learners to increase student achievement.	8/10-6/11			EIA/SCE, EIA/LEP
The Read 180 program is offered to help students at the earlier levels of language acquisition. A bilingual classroom aide will assist in the classroom.	8/10-6/11			EIA/SCE, EIA/LEP
The EL coach and the bilingual instructional aide will work toward connecting parents to school in order to support student learning at school and at home.	8/10-6/11			EIA/SCE, EIA/LEP

**Interventions specifically for underperforming students:**  
 Aeries, e-mail, automated phone dialer, Blackboard, websites, and newsletters are utilized to communicate with students and parents. Aeries, DataDirector, and OARS are utilized by teachers, counselors, and administrators to monitor student progress. Ongoing technology training is available to staff as needed. Intervention classes are offered for underperforming students.

## Recommendations and Assurances

The School Site Council recommends this Single Plan for Student Achievement and proposed expenditures to the RUSD governing board for approval and assures the board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with District governing board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and District governing board policies, including those board policies relating to material changes in the school plan requiring Board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this school plan (*check those that apply*):
  - Title I Advisory/ State Compensatory Education Advisory (SCE) Group
  - English Learner Advisory Committee (ELAC)
  - Gifted and Talented Education Program (GATE) Advisory Committee
  - Other (list):
4. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirement have been met, including those found in the district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan, including budgets, was approved via quorum by the School Site Council at a public meeting.

**Signatures:** \*\* Print and keep a copy of the entire School Plan including these original signatures on file at your school site.

Typed Name	Signature	Date
Antonio Garcia, Principal	*	
Mary Ellen DeSilva, SSC Chairperson	*	

## Members of the School Site Council

- At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a).
- At secondary schools, the SSC must be constituted of ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members and students. Classroom teachers must comprise a majority of persons represented under section (a).
- ALL SSC members must be selected by their peer group.
- Education Code Section 64001(g) requires that the Single Plan for Students Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the School Site Council. The current make-up of the School Site Council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Antonio Garcia	[X]	[ ]	[ ]	[ ]	[ ]
Mary Ellen DeSilva	[ ]	[ ]	[ ]	[X]	[ ]
Carolyn DeMille	[ ]	[ ]	[ ]	[X]	[ ]
Kristin Meza	[ ]	[ ]	[ ]	[X]	[ ]
	[ ]	[ ]	[ ]	[ ]	[ ]
Ileana Black	[ ]	[ ]	[X]	[ ]	[ ]
Hermann Kieffer	[ ]	[X]	[ ]	[ ]	[ ]
Elena Villa	[ ]	[X]	[ ]	[ ]	[ ]
Christine Allen	[ ]	[ ]	[X]	[ ]	[ ]
Del Drummond	[ ]	[X]	[ ]	[ ]	[ ]
Gabriella Zlaket	[ ]	[ ]	[X]	[ ]	[ ]
Jennifer Pfeffer	[ ]	[X]	[ ]	[ ]	[ ]
Matthew Madrid	[ ]	[ ]	[ ]	[ ]	[X]
(Jason) Fran Lu	[ ]	[ ]	[ ]	[ ]	[X]
Nick Kelly	[ ]	[ ]	[ ]	[ ]	[X]
Jordan Mathe	[ ]	[ ]	[ ]	[ ]	[X]
<b>Number of members of each category:</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>4</b>

**SSC Approval of School Plan and Budgets**

Insert Agenda & Minutes from the SSC Meeting(s) Approving the Single Plan for Student Achievement \*\*

Agenda:

**ARLINGTON HIGH SCHOOL**

**School Site Council**

**Meeting Location: Room G2**

**November 18, 2010 3:00 P.M.**

**AGENDA**

**1. CALL MEETING TO ORDER/INTRODUCTIONS..... Ms. DeSilva**

**2. ORAL COMMUNICATIONS**

Opportunity for the public to address council.

**3. ACTION AGENDA ITEMS - A quorum\* must be present to approve ANY Action Item, (including minutes)**

Items that need to be discussed and acted upon if the SSC so decides.

- A. Approval of previous minutes..... Ms. DeSilva
- B. Approval of the 2010-2011 Single Plan for Student Achievement..... Mr. Frost
- C. School Site Council Officer Selection and Approval..... Ms. DeSilva

**4. REPORTS**

Individual SSC members or school personnel may provide information to the full SSC. The council may discuss the reports but may not take any action other than to place the matter on a future agenda.

- A. Principal’s Report..... Mr. Garcia
- B. Technology Report (Aeries Parent Portal, Blackboard, Websites)..... Mr. Frost

**5. COMMENTS/QUESTIONS**

Comments or questions from the school principal or individual council members concerning district or school business. No action may be taken on comments.

**6. FUTURE AGENDA ITEMS**

**7. ADJOURNMENT**

**Next Meeting**

**Place: Arlington High School, Room G2**

**Date/Time: December 16, 2010 at 3:00 P.M.**

Information concerning SSC meeting agenda items may be obtained at the Principal’s Office.

A quorum is established when there is a majority of elected members present at the meeting from both member groups. There is a majority of Staff members **AND** there is a majority of Parent/Student members.

**Minutes:**

**ARLINGTON HIGH SCHOOL**

School Site Council

Arlington High School Room G-2

November, 18, 2010 3:00 PM

**Minutes**

**1. IN ATTENDANCE**

**Members-Staff:** Christine Allen, Ileana Black, Del Drummond, Antonio Garcia, Jennifer Pfeffer, and Elena Villa

**Members-Parents/Community/Students:** Carolyn DeMille, Mary Ellen DeSilva, Nick Kelly, Matthew Madrid, Jordan Mathe, and Kristen Meza

**Alternates/Guests/Visitors:** Brian Frost, Alice McGovern, and Susan Miller

**2. CALL MEETING TO ORDER/INTRODUCTIONS**

The meeting was called to order by Mary Ellen DeSilva at 3:08 pm and a quorum was established.

**3. ORAL COMMUNICATIONS**

None at this time.

**4. ACTION AGENDA**

**Approval of Minutes.** The minutes of October 21, 2010, were reviewed by the members. Elena Villa made a motion to approve the minutes as written, Jennifer Pfeffer seconded, and the vote was unanimous.

**Arlington 2010/2011 School Plan.** Brian Frost distributed a copy of Arlington's 2010/11 School Plan to all members. Teams met earlier this school year to review 2009/10 data and test scores and developed Smart Goals for 2010/11. Smart Goals include Schoolwide, English Language Arts, AMAO (English Learners), Math, Science, and History. Mr. Frost said RUSD Superintendent Dr. Miller has set goals for all schools which includes a 15 percent increase over scores from 2009/10. SSC looked over the Smart Goals for each topic and the school wide goals. Typographical errors were identified by members and corrected on-line by Mr. Frost. Jennifer Pfeffer made a motion to approve with minor spelling changes, Del Drummond seconded, and the vote was unanimous.

### ***Election of Officers***

For the position of secretary: Elena Villa was nominated and accepted, Kristen Meza made a motion to accept the nomination, Iliana Black seconded, and the vote was unanimous.

For the position of Chairman: Mary Ellen DeSilva was nominated and accepted, Jennifer Pfeffer made a motion to accept the nomination, Carolyn DeMille seconded, and the vote was unanimous.

For the position of Vice-Chairman: Jordan Mathe was nominated and accepted, Carolyn DeMille made a motion to accept the nomination, Iliana Black seconded, and the vote was unanimous.

## **5. REPORTS**

### ***Principal's Report***

Mr. Frost started the Principal's Report with a discussion of Open House. He stated more than 100 parents attended and the feedback was very positive with many parents stating this was the first time they had had such an experience at any school. Mrs. DeSilva also stated that she has talked to parents from other Riverside schools as well as from schools outside our city and every one commented that they had never heard of such an event and wished they had the opportunity at their children's schools. Mr. Drummond asked if a parent who was unable to attend could have an opportunity to come to school and Mr. Frost stated that the parent should contact the guidance department and know that they must give 24 hours notice. Mr. Frost explained that he can require parents to come to school with their child and has made several students with attendance issues aware of this fact. Mr. Frost and Mrs. Black commented on their satisfaction regarding working at Arlington High School with the outstanding staff and students.

Mr. García explained that he had recently sent a letter to the superintendent outlining the outstanding job that was performed by walk-on coaches, AHS staff, and student during the recent emergency with football coach, Pat McCarthy. Care of Coach McCarthy and the students who were affected by his collapse was outstanding. He stated that Coach was recovering and should be released from the hospital soon.

Ninth graders who received one or more grades of F met with Mr. García in the auditorium where they were given a chance to write about the causes of poor grades and their commitments to improve. More than 95% of the approximately 300 ninth graders took responsibility for poor performance stating, among other reasons, that they were lazy, didn't do homework, didn't study, and should go to tutoring. Approximately 20 students identified other issues and those sheets have been sent to Mr. Reller who will disseminate them to counselors so they can make contact with the students. A letter from Mr. García is going home today to those students with a copy of what they wrote. Mr. García stated that overall staff is doing a great job working with students and students are working hard.

Final design changes for Arlington High School athletic fields have been approval. On January 11, 2011 at 6:00 pm a community meeting will be held to explain the plans.

## ***Technology Report***

Mr. Frost demonstrated navigation of the RUSD and Arlington websites. He stated that the goal is to post information within 24 hours of receiving it. The list of clubs with their advisors is being updated and will be posted soon. Information is being sent to parents encouraging them to register for Parent Direct so they will receive the weekly email updates as well as other information as needed. Mr. Frost showed members the Arlington Desktop and explained its structure. He stated the Facebook site was created because all machines (PCs, Apples, smart phones, etc.) can access the site and it is to be used to share information. Ms. Villa stated she thought all teachers should be encouraged to post great things that are happening in classrooms. She felt that it is often the case that only performances are touted on such sites. Next Mr. Frost explained the Parent Portal and Matthew Madrid (SSC member) volunteered to have his information used for the demonstration. Parent have access to general student information, attendance, and grades. Mr. Frost explained that if a parent is having difficulty accessing the Parent Portal they can call the school and be guided through the process. He also stated that if parents use the Portal it will help in fixing/updating the program and it will be helpful to students who are sick or miss classes for school activities.

### **5. COMMENTS/QUESTIONS**

Graduation will probably take place on Thursday, June 2, 2011.

Carolyn DeMille commented that she was very impressed with how dissemination of information about Coach McCarthy was handled.

Nick Kelly explained how various clubs/groups have come together and provided a variety of activities to support the football players and other students. Mr. García commented that, "It's a testament to the community of students, staff, and parents working together."

### **6. FUTURE AGENDA ITEMS**

### **7. ADJOURNMENT**

Mrs. DeSilva adjourned the meeting at 4:25 pm.

### **8. MINUTES RESPECTFULLY SUBMITTED BY Susan Miller**

## Programs / Grants

This single plan represents school participation in the following State and Federal Categorical Programs:

PROGRAMS	Allocation
<b>State:</b>	
<input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA/LEP)	\$72,795
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA/SCE)	\$209,853
<input checked="" type="checkbox"/> Tobacco-Use Prevention Education (TUPE)	
<input type="checkbox"/> English Language Acquisition Program (ELAP)	
<input type="checkbox"/> State Preschool	
<input type="checkbox"/> Helping Elementary Achievers Reach The Stars (HEARTS)	
<input type="checkbox"/> Partners In Riverside Investing In Middle School Education (PRIME TIME)	
<b>Federal:</b>	
<input type="checkbox"/> Title I, Part A: Improving the Academic Achievement of the Disadvantaged	
<input type="checkbox"/> Title I, Part A, ARRA: American Recovery and Reinvestment Act	
<input type="checkbox"/> Title II, Part A, D: High Quality Teachers/Principals, Technology	
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited English Proficient students	
<input type="checkbox"/> Head Start (Title I, Part B: Preschool Program)	
<input type="checkbox"/> Even Start Family Literacy (Title I, Part B, Subpart 3: Preschool Program)	

## Budget Planning Staff List for 2010-11

**School:** Arlington High School

[ ] Not Applicable (no categorical funds are being used for salaries)

Please list below the staff to be paid from Categorical Funds in 2010-11. **DO NOT** list additional hours or tutors. List the names and position titles. For Certificated staff, list the percentage to be charged in the appropriate funding column, and for Classified staff, list the hours to be worked in the appropriate funding column. Be sure to budget for all staff listed on your Tentative Budget Sheets.

<b>Certificated Staff</b>					
<b>Name &amp; Position</b>	<b>3010 Title</b>	<b>7090 EIA/SCE</b>	<b>7091 EIA/LEP</b>	<b>6286 ELAP</b>	<b>Other (list)</b>
Alfredo Guerrero - Coach		80	20		
Susan Miller - Coach		80			20
<b>Classified Staff</b>					
<b>Name &amp; Position</b>	<b>3010 Title</b>	<b>7090 EIA/SCE</b>	<b>7091 EIA/LEP</b>	<b>6286 ELAP</b>	<b>Other (list)</b>
Estella Chavira - Bilingual Assistant			4 hours		
Bilingual Instructional Aide			4 hours		

## EIA-LEP (7091) Budget for 2010-11

**Program:** Arlington High School  
EIA-LEP (7091)

**Allocation:** \$51,100  
**Carryover:** \$10,597  
**Total:** \$61,697.00

Function	Object	Description	Amount Budgeted	Notes
<b>Contract Salary Accounts</b>				
1000	1100	Resource Teacher Salary		
2140	1900	Instructional Coaches Salary	\$13,125	.2 Alfredo Guerrero
2700	1900	CPS Salary		
1000	2100	Instructional Assistant (4 hrs/more)	\$12,416	Stella Chavira - 4 hours
1000	2110	Instr. Assist. (under 4hr./timecard)		
2700	2400	Office Assistant		
2495	2900	Community Assistant		
<b>Timecard Accounts / Substitutes / Stipends</b>				
1000	1120	Teacher Extra Duty/Miscellaneous	\$2,559	CELDT Testing
1000	1130	Teacher Substitutes		
2700	1920	CPS Extra Duty, Non-Teaching		
2700	1940	CPS Group Leader Stipend		
1000	2111	Classified Tutor Hours, Instruct.	\$1,535	Summer Tutors - CELDT
1000	2120	Instr. Assistant Peakload/Overtime		
2700	2420	Clerical Peakload/Overtime		
2490	2920	Other Class., Translation Function		
2495	2920	Other Class., Child Care/Parent Inv		
<b>Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)</b>				
	3xxx	Fixed Charges (Lump Category)	\$13,314	
<b>Other Discretionary Accounts</b>				
	4200	Other Books		
	4300	Supplies. Non-Technology	\$1,448	Glossaries
	4310	Supplies, Technology/Software	\$5,000	Translators, USB drives
	4400	Equip., Other, New, \$500-\$9,999		
	4410	Equip., Technology \$500-\$9,999		
	5210	Mileage		
	5220	Conference Expenses		
1036	5711	District Busses (Field Trips)		
	5715	District Service Requests (M&O)		
	5725	District Publications		
	5780	Nutrition Services		
	5800	Other Contracts		
	5815	Consultants, Indep. Contractors		
	5910	Postage		
	5920	Telephones/Terminals		
	5929	Cellular Phone Service		
	6400	Equip, New \$10,000 & Up		
		1. Other:		
		2. Other:		
		3. Other:		
		<b>Total:</b>	<b>\$49,397.00</b>	

## EIA-SCE (7090) Budget for 2010-11

[ ] Not Applicable

School: Arlington High School

Allocation: \$196,090

Program: EIA-SCE (7090)

Carryover: \$39,893

Total: \$235,983.00

Function	Object	Description	Amount Budgeted	Notes
<b>Contract Salary Accounts</b>				
1000	1100	Resource Teacher Salary		
2140	1900	Instructional Coaches Salary	\$121,251	.8 A Guerrero .8 S Miller
2700	1900	CPS Salary		
1000	2100	Instructional Assistant (4 hrs/more)	\$12,416	Bilingual Instructional Aide - 4 hours
1000	2110	Instr. Assist. (under 4hr./timecard)		
2700	2400	Office Assistant		
2495	2900	Community Assistant		
<b>Timecard Accounts / Substitutes / Stipends</b>				
1000	1120	Teacher Extra Duty/Miscellaneous	\$4,000	Step Up to Writing Training, CAHSEE Boot Camp
1000	1130	Teacher Substitutes	\$7,000	Classroom visitations
2700	1920	CPS Extra Duty, Non-Teaching		
2700	1940	CPS Group Leader Stipend		
1000	2111	Classified Tutor Hours, Instruct.	\$6,000	
1000	2120	Instr. Assistant Peakload/Overtime		
2700	2420	Clerical Peakload/Overtime		
2490	2920	Other Class., Translation Function		
2495	2920	Other Class., Child Care/Parent Inv		
<b>Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)</b>				
	3xxx	Fixed Charges (Lump Category)	\$35,713	
<b>Other Discretionary Accounts</b>				
	4200	Other Books		
	4300	Supplies, Non-Technology	\$11,741	Interventions, Freshmen Focus
	4310	Supplies, Technology/Software	\$6,500	ALEKS (\$2K), Kuta Math Software (\$1K), Read 180 (\$3K)
	4400	Equip., Other, New, \$500-\$9,999		
	4410	Equip., Technology \$500-\$9,999	\$4,992	
	5210	Mileage		
	5220	Conference Expenses		
1036	5711	District Busses (Field Trips)	\$2,000	College and enrichment
	5715	District Service Requests (M&O)		
	5725	District Publications		
	5780	Nutrition Services		
	5800	Other Contracts		
	5815	Consultants, Indep. Contractors		
	5910	Postage		
	5920	Telephones/Terminals		
	5929	Cellular Phone Service		
	6400	Equip, New \$10,000 & Up		
		1. Other:		
		2. Other:		
		3. Other:		

Function	Object	Description	Amount Budgeted	Notes
		<b>Total:</b>	<b>\$211,613.00</b>	

## **Centralized Services**

No funds are being reserved at the District level for Centralized Services from this school's categorical program allocations.

## Appendix A School and Student Performance Data

### California Standardized Testing (CST) Results

#### All Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9	40.0	47.0	55	35	32	33	17	15	8	7	6	4
Grade 10	36.0	36.0	41	39	36	33	16	17	16	9	12	10
Grade 11	33.0	35.0	39	27	28	32	23	23	16	17	14	12

#### All Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9*			3	*	*	17	*	*	53	*	*	26
Grade 10**	58.0	42.0	46	32	41	29	11	14	14	0	3	11
Grade 11**	16.0	19.0	22	28	28	29	46	40	38	11	13	12

\* CST General Mathematics (Grades 6 & 7 Standards)  
CST Summative High School Mathematics (Grades 9-11)

## Appendix A School and Student Performance Data

### California Standardized Testing (CST) Results

#### African American Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9	33	46	43	329.1	339.6	338.1
Grade 10	21	29	17	319.6	319.6	312.7
Grade 11	19	13	26	296.2	287.8	318.9

#### African American Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9*	*		*	*		*
Grade 10**						
Grade 11**	*	*	*	*	*	*

\* CST General Mathematics (Grades 6 & 7 Standards)  
CST Summative High School Mathematics (Grades 9-11)

## Appendix A School and Student Performance Data

### California Standardized Testing (CST) Results

#### Asian Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9	92	89	83	421.7	383.6	388.4
Grade 10	58	79	94	360.8	389.1	393.0
Grade 11	33	57	73	319.8	354.0	394.3

#### Asian Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9*						
Grade 10**		*	*		*	*
Grade 11**	*	*	42	*	*	329.2

\* CST General Mathematics (Grades 6 & 7 Standards)  
 CST Summative High School Mathematics (Grades 9-11)

## Appendix A School and Student Performance Data

### California Standardized Testing (CST) Results

#### Hispanic/Latino Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9	31	37	50	329.7	333.6	346.3
Grade 10	26	26	35	322.0	320.4	329.6
Grade 11	30	27	32	315.3	315.7	324.7

#### Hispanic/Latino Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9*	*	*	0	*	*	279.7
Grade 10**	*	*	*	*	*	*
Grade 11**	9	14	15	294.7	289.2	292.0

\* CST General Mathematics (Grades 6 & 7 Standards)  
CST Summative High School Mathematics (Grades 9-11)

## Appendix A School and Student Performance Data

### California Standardized Testing (CST) Results

#### White Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9	62	63	65	363.7	364.1	365.1
Grade 10	54	60	53	354.8	357.1	353.6
Grade 11	39	50	55	329.4	343.4	355.3

#### White Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9*	*	*	8	*	*	282.7
Grade 10**	50	42	50	354.7	349.9	339.1
Grade 11**	23	22	22	301.2	307.4	312.1

\* CST General Mathematics (Grades 6 & 7 Standards)  
CST Summative High School Mathematics (Grades 9-11)

## Appendix A School and Student Performance Data

### California Standardized Testing (CST) Results

#### English Learner Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9	7	8	12	297.4	300.6	312.0
Grade 10	6	7	5	289.0	294.0	291.1
Grade 11	4	2	7	272.4	272.3	283.8

#### English Learner Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9*	*		0	*		282.5
Grade 10**	*			*		
Grade 11**	*	*	*	*	*	*

\* CST General Mathematics (Grades 6 & 7 Standards)  
CST Summative High School Mathematics (Grades 9-11)

## Appendix A School and Student Performance Data

### California Standardized Testing (CST) Results

#### Socio-Economically Disadvantaged Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9	29	34	48	327.8	330.1	345.5
Grade 10	26	27	33	320.7	321.8	327.5
Grade 11	26	25	35	308.1	315.4	327.9

#### Socio-Economically Disadvantaged Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 9*	*	*	3	*	*	283.1
Grade 10**	*	*	36	*	*	332.8
Grade 11**	9	16	14	300.0	299.1	294.7

\* CST General Mathematics (Grades 6 & 7 Standards)  
CST Summative High School Mathematics (Grades 9-11)

## Appendix A School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	1536	1547	1549	479	449	402	96	101	103	37	42	49
Growth API	681	702	715	730	755	768		670	636			
Base API	682	681	704	730	730	756						
Target	6	6	5	5	5	5						
Growth	-1	21	11	0	25	12						
Met Target	No	Yes	Yes	No	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	886	911	936	338	320	325	831	893	987	154	174	168
Growth API	654	672	688	603	628	638	650	669	690	470	499	514
Base API	649	654	675	581	603	632	640	650	672	475	470	507
Target	8	7	6	11	10	8	8	8	6	16	17	15
Growth	5	18	13	22	25	6	10	19	18	-5	29	7
Met Target	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No

## Appendix A School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	99	98	99	98	98	98	96	100	100	100	95
Number At or Above Proficient	268	263	269	122	88	102	9	22	13	8	11	15
Percent At or Above Proficient	49.5	52.0	49.4	69.7	71.0	64.2	32.1	56.4	34.2	61.5	91.7	88.2
AYP Target	33.4	44.5	55.6	33.4	44.5	55.6	33.4	44.5	55.6	33.4	44.5	55.6
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	97	99	100	97	99	99	98	97	92	94
Number At or Above Proficient	119	132	130	30	35	18	106	127	140	10	7	13
Percent At or Above Proficient	38.0	41.9	41.3	23.6	27.8	18.0	36.7	41.9	41.4	19.2	14.0	19.1
AYP Target	33.4	44.5	55.6	33.4	44.5	55.6	33.4	44.5	55.6	33.4	44.5	55.6
Met AYP Criteria	Yes	Yes	No	No	Yes	No	Yes	Yes	No	--	--	--

## Appendix A School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	99	98	98	98	98	98	98	98	100	100	95
Number At or Above Proficient	257	259	273	111	83	91	8	15	12	8	10	15
Percent At or Above Proficient	47.7	51.1	50.0	63.1	66.9	57.6	28.6	37.5	32.4	61.5	83.3	88.2
AYP Target	32.2	43.5	54.8	32.2	43.5	54.8	32.2	43.5	54.8	32.2	43.5	54.8
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	100	99	99	100	98	99	99	98	95	95	95
Number At or Above Proficient	123	139	144	36	44	35	111	131	148	9	7	12
Percent At or Above Proficient	39.7	44.1	45.3	28.3	34.9	34.7	38.5	43.2	43.5	17.6	13.5	17.4
AYP Target	32.2	43.5	54.8	32.2	43.5	54.8	32.2	43.5	54.8	32.2	43.5	54.8
Met AYP Criteria	Yes	Yes	No	No	Yes	No	Yes	Yes	No	--	--	--

## Appendix A School and Student Performance Data

### Title III Accountability Data for Arlington High School

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	259	302	255
Percent with Prior Year Data	99.2	90.4	10
Number in Cohort	257	273	255
Number Met	115	143	127
Percent Met	44.7	52.4	49.8
NCLB Target	50.1	51.6	56
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2009-10	
	All Students	All Students	Years of EL instruction	
			Less Than 5	More Than 5
Number in Cohort	142	156	56	210
Number Met	24	45	15	94
Percent Met	16.9	28.8	26.8	44.8
NCLB Target	28.9	30.6	20.7	41.3
Met Target	No	No	Yes	Yes

**Title III Accountability Data (District)**

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	7,126	7,798	7,602
Percent with Prior Year Data	98.4	94.9	100
Number in Cohort	7,012	7,402	7,586
Number Met	4,010	4,336	4,291
Percent Met	57.2	58.6	57
NCLB Target	50.1	51.6	56
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2009-10	
	All Students	All Students	Years of EL instruction	
			Less Than 5	More Than 5
Number in Cohort	3,865	4,000	5,501	3,233
Number Met	1,381	1,543	1,216	1,650
Percent Met	35.7	38.6	22.1	51
NCLB Target	28.9	30.6	17.4	41.3
Met Target	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2007-08	2008-09	2009-10
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	No	No	No

## Appendix A School and Student Performance Data

### California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2009-10										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#		#		#		#		#		#
<b>9</b>	4	5	29	35	41	49	7	8	3	4	84
<b>10</b>	5	6	42	47	29	33	9	10	4	4	89
<b>11</b>	7	12	25	43	19	33	4	7	3	5	58
<b>12</b>	2	8	6	25	13	54	2	8	1	4	24
<b>Total</b>	18	7	102	40	102	40	22	9	11	4	255

**Appendix B**  
**Chart of Requirements for the**  
**Single Plan for Student Achievement**

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
<b>I. Involvement</b>		
Involve parents and community in planning and implementing the school plan	<i>EC 52055.625(b)(1)(C), (2)(C), (e)</i> <i>EC 52055.620(a)(4)</i> <i>EC 52054</i> <i>EC 35294.1(b)(2)(C)</i> <i>5CCR 3932</i> <i>20 USC 7115(a)(1)(E)</i> <i>20 USC 6316(b)(3)</i> <i>20 USC 6315(c)(1)(G)</i> <i>20 USC 6314(b)(1), (2)(A)</i>	Ongoing Evaluation Reporting
Advisory committee review & recommendations	<i>EC 64001(a)</i> <i>EC 52055.620(b)(1)</i>	Governance and Administration
Written notice of PI status	<i>20 USC 6316(b)(3)</i>	Appendix D-NCLB Program Improvement School Requirements
<b>II. Governance and Administration</b>		
Single, comprehensive plan	<i>EC 64001(a), (d)</i> <i>EC 52853</i> <i>EC 41572</i> <i>EC 41507</i> <i>EC 35294.1(a)</i> <i>20 USC 7114(d)(2)</i> <i>20 USC 6315(c)(1)(B)</i> <i>20 USC 6314(b)(2)(A)</i>	Governance and Administration
School site council (SSC) constituted per former <i>EC 52012</i>	<i>EC 64001(g)</i>	Governance and Administration
SSC developed plan and expenditures	<i>EC 64001(a)</i> <i>EC 41572</i> <i>EC 41507</i> <i>EC 35294.1(b)(1)</i>	Ongoing Evaluation Reporting Governance and Administration Budget

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
SSC annually updates the plan	EC 64001((g) EC 35294.2(e)	Site Information Page Ongoing Evaluation Reporting Governance and Administration
Governing board approves SPSA	EC 64001(h) EC 52055.630(b)	Site Information Page
Policies to insure all groups succeed	20 USC 6316(b)(3)	Action Plans Analysis of Current Educational Practice
Specify role of school, LEA, and SEA; and coordination with other organizations	20 USC 6316(b)(3)	Analysis of Current Educational Practice
Submit High Priority annual report after public LEA governing board review	EC 52055.640	N/A
<b>III. Funding</b>		
Plan includes proposed expenditures to improve academic performance	EC 64001(g) EC 52853 EC 52054 20 USC 6316(b)(3) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	Action Plans Analysis of Current Educational Practice Budget
Describe centralized services expenditures	5 CCR 3947(b)	Budget
<b>IV. Standards, Assessment, and Accountability</b>		
Comprehensive assessment and analysis of data	EC 64001(f) EC 52055.620(a)(1) - (3) EC 52054 20 USC 7115(a)(1)(A) 20 USC 6314(b)(1), (2)(A)	Action Plans Analysis of Current Educational Practice Appendix A-School and Student Performance Data
Evaluation of improvement strategies	EC 64001(f) EC 52853 EC 52055.625(c) EC 35294.2(e) EC 32228.5(b) 20 USC 7115(a)(2)	Action Plans Analysis of Current Educational Practice Ongoing Evaluation Reporting
REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
Ongoing monitoring and revision	20 USC 6315(c)(2)(B)	Action Plans Ongoing Evaluation Reporting
Assessment results available to parents	EC 35294.2(e) 20 USC 7115(a)(1)(E)  20 USC 6314(b)(2)(A)	Ongoing Evaluation Reporting Action Plans Analysis of Current Educational Practice

<b>V. Staffing and Professional Development</b>		
Provide staff development	EC 52853 EC 52055.625(d)(1)(B),(C) EC 32228(b)(2) 20 USC 6316(b)(3) 20 USC 6315(c)(1)(F) 20 USC 6314(b)(1), (2)(A)	Action Plans Analysis of Current Educational Practice Budget
Budget 10% of Title I for staff development	20 USC 6316(b)(3)	Action Plans Analysis of Current Educational Practice Budget
Provide highly qualified staff	EC 52055.625(b), (d) 20 USC 6315(c)(1)(E) 20 USC 6314(b)(1), (2)(A)	Analysis of Current Educational Practice
Distribute experienced teachers	EC 52055.620(d)	N/A (at site level)
<b>VI. Opportunity &amp; Equal Educational Access</b>		
Describe instruction for at-risk students	EC52853	Action Plans
Describe the help for students to meet state standards	EC 64001(f) 20 USC 6314(b)(1), (2)(A) 20 USC 6315(c)	Action Plans Analysis of Current Educational Practice
Describe auxiliary services for at-risk students	EC 52853 EC 52055.620(a)(7) 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(1), (2)(A)	Action Plans Analysis of Current Educational Practice
Avoid Isolation or segregation	5CCR 3934	Analysis of Current Educational Practice
<b>VII. Teaching and Learning</b>		
Goals based on performance	EC 64001(f) 20 USC 7115(a)(1)(A)	Action Plans
Define objectives	EC 52054 20 USC 7114(d)(2)(B) 20 USC 6316(b)(3)	Action Plans
Steps to intended outcomes	EC 52054 5CCR 3930	Action Plans
Account for all services	5CCR 3930	Action Plans, Analysis of Current Educational Practice
Provide strategies responsive to student needs	EC 52055.620(a)(3) EC 52054 5CCR 3931 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	Action Plans
Describe reform strategies that:	20 USC 6314(b)(1), (2)(A)	Action Plans Analysis of Current Educational Practice
-Allow all to meet/exceed standards;	20 USC 6315(c)	Action Plans
-Are effective, research based;	20 USC 6316(b)(3)	
	20 USC 6315(c)(1)(C)	Action Plans
	20 USC 6314(b)(1)(B)	
-Strengthen core academics;	EC 52054	Action Plans Analysis of Current Educational Practice
-Address under-served populations;	EC 52055.625(b), (c)	
-Provide effective, timely assistance;	20 USC 6314(b)(1)(l), (2)(A)	

-Increase learning time	20 USC 6316(b)(3); 20 USC 6314(b)(1)(B),(2)	Action Plans Analysis of Current Educational Practice
-Meet needs of low-performing students	20 USC 6315(c)(A); 20 USC 6314(b)(1)(B),(2)	Action Plans Analysis of Current Educational Practice
-Involve teachers in academic assessments	20 USC 6314(b)(1)(H), (2)	Action Plans Analysis of Current Educational Practice
-Coordinate state and federal programs	20 USC 6315(c)(1)(H) 20 USC 6314(b)(1)(J), (2)(A)	Governance and Administration
-Transition from preschool	20 USC 6315(c)(1)(D) 20 USC 6314(b)(1)(G), (2)(A)	Analysis of Current Educational Practice
Provide an environment conducive to learning	EC 52055.625(f)(1) EC 52055.620(a)(6) 20 USC 7114(d)(1)	Action Plans Analysis of Current Educational Practice
Enable continuous progress	5CCR 3931	Action Plans
Acquire basic skills, literacy	EC 52055.625(b)(1), (c)(1) 5CCR 3937	Action Plans
Align curriculum, strategies, and materials with state standards or law	EC 52853 EC 52055.625(b)(2)(D),(c)	Action Plans Analysis of Current Educational Practice
Provide high school career preparation	5CCR 4403	Action Plans (High School, Career Technical)

**Appendix C**  
**Required Components of a Program Improvement**  
**Single Plan for Student Achievement**

Program Improvement Component	School Plan Section
1. Research-based strategies—The plan must incorporate strategies, based on scientifically based research, that address the academic issues that caused the school to be identified.	- Action Plans
2. Adopting best practices—For the core academic subjects, the plan must outline policies and practices that have the greatest likelihood of ensuring that all subgroups of students become proficient by 2013-14.	- Action Plans - Analysis of Current Educational Practice (CEP)
3. Meeting professional development needs—The plan must provide an assurance that the school will spend at least 10 percent of its Title I, Part A funds for high-quality professional development. This professional development must directly address the academic achievement problems that caused the school to be identified.	- Appendix D, NCLB Program Improvement School Requirements
4. The plan must specify how the school will use the 10 percent set-aside to remove itself from improvement status.	- Appendix D, NCLB Program Improvement School Requirements
5. Setting annual goals—The plan must set specific annual measurable objectives for continuous progress by each subgroup of students.	- Action Plans
6. Outlining parent notices—The plan must describe how the school will provide written notice about the improvement identification to parents.	- Appendix D, NCLB Program Improvement School Requirements
7. Assigning responsibilities—The plan must specify the responsibilities of the school, the district, and the state under the plan, including descriptions of the district's technical assistance and fiscal responsibilities.	- Appendix D, NCLB Program Improvement School Requirements
8. Increasing parent involvement—The plan must detail strategies to promote effective parental involvement.	- Action Plan - Analysis of CEP #8
9. Increasing instructional time—As appropriate, the plan must incorporate activities for students before school, after school, during the summer, and during any extension of the school year.	- Action Plans - Analysis of CEP #4, #5
10. Setting up teacher mentoring—The plan must incorporate a teacher mentoring program.	- Action Plans - Analysis of CEP #7

## Appendix D

### ESEA Program Improvement School Requirements

[X] Not Applicable

School Year	PI Year	Mandates	Actions
	Year 1	<ul style="list-style-type: none"> <li>• Revise school plan within 3 months to cover 2-year period</li> <li>• Use 10% of Title I school funds for professional development</li> <li>• Implement plan promptly</li> <li>• Notify parents of PI identification</li> </ul>	<ul style="list-style-type: none"> <li>• School plan revised on</li> <li>• \$Title I funds will be used for professional development for the following activities:</li> <li>• Revised plan implementation will begin on</li> <li>• Parental notification mailed on</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Update plan/continue to implement</li> <li>• Continue using 10% of Title I school funds for professional development</li> <li>• Notify parents of PI status</li> </ul>	<ul style="list-style-type: none"> <li>• \$Title I funds will be used for professional development for the following activities:</li> <li>• Parental notification mailed on</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Update plan/continue to implement</li> <li>• Continue using 10% of Title I school funds for professional development</li> <li>• Collaborate with district to improve student achievement</li> <li>• Notify parents of PI status</li> </ul>	<ul style="list-style-type: none"> <li>• \$Title I funds will be used for professional development for the following activities:</li> <li>• Will collaborate with district office staff regarding possible:               <ul style="list-style-type: none"> <li>○ Replacement of school staff</li> <li>○ Implementation of new curriculum</li> <li>○ Decrease in management authority at school level</li> <li>○ Appointment of outside expert</li> <li>○ Extension of school year or day</li> <li>○ Restructuring of internal organizational structure of school</li> </ul> </li> <li>▪ Parental notification mailed on</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Update plan/continue to implement</li> <li>• Continue using 10% of Title I school funds for professional development</li> <li>• Collaborate with district to improve student achievement</li> <li>• Collaborate with district to prepare plan for alternative governance of school</li> <li>• Notify parents of PI status</li> </ul>	<ul style="list-style-type: none"> <li>• \$Title I funds will be used for professional development for the following activities:</li> <li>• Will collaborate with district office staff regarding possible:               <ul style="list-style-type: none"> <li>○ Reopening of school as a charter</li> <li>○ Replacement of all or most of staff, including principal</li> <li>○ Contracting with outside entity to manage school</li> <li>○ Any other major restructuring</li> </ul> </li> <li>• Parental notification mailed on</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Implement alternative governance plan developed in Year 4</li> <li>• Notify parents of PI status</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of alternative governance plan will begin on</li> <li>• Parental notification mailed on</li> </ul>

**Appendix E  
Home School Compact  
(Title I Schools)**

Not Applicable (site is a non Title I school)