

EI CAJON VALLEY HIGH SCHOOL

The Single Plan for Student Achievement

I. CDS Number

37-68130-3731692

Date of this revision: November 14, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Erin Richison

Position: Principal

Telephone Number: 619-401-4700

Address: 1035 East Madison Avenue, El Cajon, California, 92021

E-mail Address: erichison@guhscd.net

II. Grossmont Union High School District

III. The District Governing Board approved this revision of the School Plan on December 8, 2011

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EL Cajon Valley High School Mission Statement

The mission of El Cajon Valley High School is to improve students' literacy, numeracy and connectivity so that they will become productive members of society.

ECVHS Vision Statement

El Cajon Valley High School is an educational environment that increases student achievement by integrating rigorous, relevant core curriculum, facilitating collaboration, offering diverse career pathways, establishing connections within the community, sustaining a student, parent/guardian and teacher support system and strengthening accountability and assessment. El Cajon Valley High School is a place with excellent teachers who engage students as creative learners and thinkers where learning is valued and meaningful, thereby creating lifelong learners and responsible citizens prepared for the 21st century.

Expected School-wide Learning Results (ESLRs):

Improve Literacy

Students progress toward improvement in literacy skills by:

- Practicing reading, writing, listening, and speaking daily in every class
- Become effective communicators
- Striving to reach grade-level competency on performance standards

Improve Numeracy

Students progress toward improvement in numeracy skills by:

- Identifying problems and using various strategies to reach solutions
- Collecting and analyzing data
- Using technology to access a variety of resources and solve problems
- Creating graphical representations and interpreting results

Improve Connectivity

Students/ Parents progress toward improvement in connectivity by:

- Using effective study skills and collaboration
- Accessing various support services offered by ECVHS and the community
- Contributing positively to ECVHS and the community

El Cajon Valley High School 2011-2012 Goals

I. Improve Student Achievement.

A. **API** - By September 2012, ECVHS will meet or exceed API target growth – 644 is our current ranking – no target has been published.

Objectives

1. *By June 2012, 10th grade students will increase the ELA CAHSEE pass rate by 1% to be 71%.
2. *By June 2012, 10th grade students will increase the math CAHSEE pass rate by 1% to be 59%.
3. *By September 2011, 9-11th grade students will decrease the BB/ FBB on CST ELA by 1.5% to be 47.5%.
4. *By September 2011, students will decrease BB/FBB by 2% in algebra to be 51% and geometry to be 53%.
5. *By September 2011, ELL students (who have been enrolled in school in the US 12 months or more) will decrease in scores of BB/FBB by 2% to be 67% on the ELA portion of the CST.
6. By September 2011, 10-11th grade students will decrease by 2% BB/FBB in World History to be 40% and US History to be 45%.
7. By September 2011, 10th-11th grade students will decrease BB/FBB by 2% in Biology to be 32% and the Physical Sciences to be 49%.

B. **A, B, C Rate** -By June 2012, ECVHS will increase the number of students receiving A, B, or C grades in all subjects by 1%.

C. **Graduation Rate** -By June 2012, ECVHS will increase the graduation rate by 2%.

Objectives:

1. By June 2012, ECVHS will increase the number of students meeting the A-G requirements by 1%.
2. By June 2012, ECVHS will increase the number of students passing AP courses by 1%.

D. **Attendance** - By June 2012, ECVHS will improve Average Daily Attendance over previous year by .5%.

E. **Connectivity** - By June 2012, ECVHS will increase the number of students participating in after school programs.

- F. **Parent Involvement** - By June 2012, ECVHS will increase the number of parents attending Coffee Talks, PIQE, and “fun” parent nights by 1%.

II. Improve Professional Practices.

- A. **Professional Development** - By June 2012, all classroom teachers will meet or exceed the QEIA grant requirement of 40 hours of professional development for the 11-12 fiscal year to total 120 hours over the three years.
- B. **PLC Purpose** – By October 2012, every PLC team will work on creating a clear purpose or goal for their subject area instruction for the school year 11-12.
- C. **Formative Assessments**- By June 2012, all core department or teams will have made/ found 2 formative assessments per course per quarter to be used by the entire team to drive instruction.

* QEIA SMART goals.

Assessment and Accountability: School Level Data by Goal

Goal 1 A. By September 2011, ECVHS will meet or exceed API target growth from 644.

ECVHS	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Growth API	525	583	588	600	590	604	632	654	658	644
Base API	544	534	574	591	600	613	604	632	654	658

API Data by Subgroups

API Report 2010-11

	2010 Base	2011 Growth	Growth Target	10-11 Growth	Met Target
School wide	658	644	7	-14	
African-Am	625	629	9	4	No
Hispanic	655	655	7	0	No
White	661	622	7	-39	No
SocEc. Dis	647	625	8	-22	No
Eng.Learners	613	580	9	-33	No
Sdts Disab.	491	489	15	-2	No

API Report 2009-2010

	2009 Base	2010 Growth	Growth Target	09-10 Growth	Met Target
School wide	654	658			
African-Am	640	618	8	-22	No
Hispanic	632	655	8	23	Yes
White	688	661	6	-27	No
SocEc. Dis	648	647	8	-1	No
Eng.Learners	617	612	9	-5	No
Sdts Disab.	496	494	15	-2	No

API Report 2008-2009

	2008 Base	2009 Growth	Growth Target	08-09 Growth	Met Target
School wide	632	654	8	22	Yes
African-Am	599	641	10	42	Yes
Hispanic	616	633	9	17	Yes
White	660	688	7	28	Yes
SocEc. Dis	613	649	9	36	Yes

Eng.Learners	573	617	11	44	Yes
Sdts Disab.	473	501	16	28	Yes

API Report 2007-2008

	2007 Base	2008 Growth	Growth Target	07-08 Growth	Met Target
School wide	604	632	10	28	Yes
African-Am	540	599	13	59	Yes
Hispanic	591	616	10	25	Yes
White	632	660	8	28	Yes
SocEc. Dis	588	630	11	25	Yes
Eng.Learners	558	573	12	15	Yes
Sdts Disab.	432	473	18	41	Yes

API Report 2006-2007

Academic Performance Index (API) State legislation, the Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999), established the Academic Performance Index (API), which summarizes a school's or local educational agency's (LEA) academic performance and progress on statewide assessments. (An LEA is a school district or county office of education.)

Base API

The Base API summarizes a school's, an LEA's, or the state's performance on the spring Standardized Testing and Reporting (STAR) Program and California High School Exit Examination (CAHSEE). It serves as the baseline score, or starting point, of performance.

Growth API

The Growth API summarizes a school's, an LEA's, or the state's performance on the spring STAR Program and CAHSEE. It is compared to the Base API to determine growth in the API from year to year.

2010 API Criteria for meeting federal AYP: A minimum "2010 Growth API" score of 680 OR "2009-10 Growth" of at least one po

Goal I A 1.*By June 2012, 10th grade students will increase the ELA CAHSEE pass rate by 1%.

QEIA Original Goal Projections

- 07-08 Y0 **66 %**
- 08-09 Y1 **67 %**
- 09-10 Y2 **68 %**
- 10-11 Y3 **69 %**
- 11-12 Y4 **70 %**
- 12-13 Y5 **71 %**
- 13-14 Y6 **72 %**

Category ELA	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
March 11	509	297	58.35%	209	41.65%	
March 10	550	321	57%	229	42%	356
March 09	524	322	61%	202	39%	358
March 08	499	327	66%	172	34%	362
March 07	507	316	62%	191	38%	359
March 06	496	326	66%	170	34%	363

Goal I A 2.* By June 2012, 10th grade students will increase the math CAHSEE pass rate by 1%.

QEIA Original Goal Projections

- 07-08 Y0 **69%**
- 08-09 Y1 **70 %**
- 09-10 Y2 **71%**
- 10-11 Y3 **72 %**
- 11-12 Y4 **73%**
- 12-13 Y5 **74 %**
- 13-14 Y6 **75%**

Category Mathematics	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
March 11	502	351	69.92%	151	30%	
March 10	531	374	68%	157	30%	369
March 09	515	387	75%	128	25%	374
March 08	494	342	69%	152	31%	369
March 07	494	315	64%	179	36%	368
March 06	499	337	68%	162	32%	368

Goal I A 3.* By September 2011, 9-11th grade students will decrease the BB/ FBB on CST ELA by 1.5% to be 47.5%.

California Standards Test Results

English Language Arts

QEIA Original Goal Projections

- 07-08 Y0 **48 %**
- 08-09 Y1 **46.5 %**
- 09-10 Y2 **45 %**
- 10-11 Y3 **43.5 %**
- 11-12 Y4 **42 %**
- 12-13 Y5 **40.5 %**
- 13-14 Y6 **39 %**

Grade Level	California Standards Test-English Lang. Arts – Test Summary Report								
	2007-2008			2008-2009			2009-2010		
	Pro/Adv	Basic	BB/FBB	Pro/Adv	Basic	BB/FBB	Pro/Adv	Basic	BB/FBB
9 th	34%	32%	32%	28%	31%	42%	29%	27%	44%
10 th	22%	26%	52%	23%	29%	48%	24%	25%	51%
11 th	18%	22%	60%	18%	24%	56%	22%	26%	53%

Goal I A 4. *By September 2011, students will decrease BB/FBB by 2% in algebra to be 51% and geometry to be 53%.

California Standards Test Results

Mathematics

QEIA Original Goal Projections

- 07-08 Y0 **61 %**
- 08-09 Y1 **59 %**
- 09-10 Y2 **57 %**
- 10-11 Y3 **55 %**
- 11-12 Y4 **53 %**
- 12-13 Y5 **51 %**
- 13-14 Y6 **49 %**

Average percent of BB/FBB for 9th -11th grades

	2007-2008	2008-2009	2009-2010
Algebra	49%	55%	53%
Geometry	53%	60%	55%

Goal I A 5. *By September 2011, ELL students (who have been enrolled in school in the US 12 months or more) will decrease in scores of BB/FBB by 2% to be 67% on the ELA portion of the CST.

California Standards Test Results
English Language Learners in English

QEIA Original Goal Projections

Decrease FBB/BB

- 07-08 Y0 68.4 %
- 08-09 Y1 66.4 %
- 09-10 Y2 64.4 %
- 10-11 Y3 62.4 %
- 11-12 Y4 60.4 %
- 12-13 Y5 58.4 %
- 13-14 Y6 56.4 %

CST Test	ELA Grades 9, 10, 11
EL >= 12 mos	Yes

		Testing Year				
CST Performance Level	Data	2006	2007	2008	2009	2010
Proficient and Advanced	Count	8	15	22	34	47
	%	1.9%	3.4%	5.0%	6.9%	7.6%
Basic	Count	78	96	118	132	145
	%	18.3%	22.1%	26.6%	26.7%	14.5%
Below and Far Below	Count	340	324	303	328	430
	%	79.8%	74.5%	68.4%	66.4%	69.2%
Total Count		426	435	443	494	622

Goal I A 6. By September 2011, 10-11th grade students will decrease by 2% BB/FBB in World History to be 40% and US History to be 45%.

California Standards Test Results

Social Science

GRADES	TESTS	California Standards Tests: History – All Students Percent of Students at Performance Levels*								
		2007-2008			2008-2009			2009-2010		
		Pro/Adv	Basic	BB/FBB	Pro/Adv	Basic	BB/FBB	Pro/Adv	Basic	BB/FBB
10	W. Hist/Geo	14%	25%	62%	24%	28%	59%	28%	30%	42%
11	U.S. History	21%	23%	57%	22%	27%	51%	29%	25%	47%

Goal I A 7. By September 2011, 10th-11th grade students will decrease BB/FBB by 2% in Biology to be 32% and the Physical Sciences to be 49%.

California Standards Test Results

Science

GRADES	TESTS	California Standards Tests – Science – All Students Percent of Students at Performance Levels*								
		2007-2008			2008-2009			2009-2010		
		Pro/Adv	Basic	BB/FBB	Pro/Adv	Basic	BB/FBB	Pro/Adv	Basic	BB/FBB
9										
73 students	Integ/Coord Sc	13%	73%	14%	16%	56%	27%	30%	52%	18%
10										
572 students	Science	22%	21%	57%	29%	27%	45%	28%	27%	45%
404 students	Biol/Lfe Sc	20%	38%	42%	31%	34%	35%	32%	35%	34%
3 students	Earth Science	6%	18%	46%	NA	NA	NA	NA	NA	NA
11										
14 students	Biol/Lfe Sc.	24%	34%	41%	9%	28%	63%	14%	14%	73%
222 students	Chemistry	16%	32%	52%	26%	39%	45%	18%	34%	49%
139 students	Earth Science	15%	29%	56%	9%	38%	53%	10%	36%	54%
13 students	Physics	0%	38%	61%	14%	56%	27%	15%	46%	38%

Goal I B. By June 2012, ECVHS will increase the number of students receiving A, B, or C grades in all subjects by 1%.

School Average A,B,C Rates

2006-2007 A,B,C	Term 1 72%	Term 2 71.5%
2007-2008 A,B,C	Term 1 77.5%	Term 2 76.5%
2008-2009 A,B,C	Term 1 74.5%	Term 2 74.5%
2009-2010 A, B, C	Term 1 72%	Term 2 74%

Goal I C. By June 2012, ECVHS will increase the graduation rate by 2%.

2006-07 Site Graduation Data* (CDE: Enrollment/Graduates 468/302)		
Number of seniors enrolled at week 3	489	
Number of seniors enrolled on the last day of school	370	
Number of students who earned a diploma from the start of the current school year to the start of the following school year	323	# 3 year graduates: 4 # 4 year graduates: 316 # 5 year graduates: 21

2007-08 Site Graduation Data* (CDE: Enrollment/Graduates 478/312)		
Number of seniors enrolled at week 3	484	
Number of seniors enrolled on the last day of school	400	
Number of students who earned a diploma from the start of the current school year to the start of the following school year	318	# 3 year graduates: 4 # 4 year graduates: 300 # 5 year graduates: 17

2008-09 Site Graduation Data* (CDE: Enrollment/ Graduates 604/332)		
Number of seniors enrolled at week 3	554	
Number of seniors enrolled on the last day of school	476	
Number of students who earned a diploma from the start of the current school year to the start of the following school year	350	# 3 year graduates: 1 # 4 year graduates: 337 # 5 year graduates: 7

2009-10 Site Graduation Data* – (need CDE data)		
Number of seniors enrolled at week 3	622	
Number of seniors enrolled on the last day of school	508	
Number of students who earned a diploma from the start of the current school year to the start of the following school year	387	# 3 year graduates: 2 # 4 year graduates: 341 # 5+ year graduates: 44

*Graduation numbers may vary due to different time frames used to determine graduates by school site, GUHSD, and CDE.

CDE Graduation Data:	03-04	04-05	05-06	06-07	07-08	08-09
Dropout Rate	0.36%	0.27%	2.18%	2.8%		
Graduation Rate	96.00%	93.80%	98.50%	89.6%	79.6%	

CDE Graduation Rate: The graduation rate calculation corresponds to the National Center for Educational Statistics (NCES) four-year completion rate. This rate includes information on high school graduates and high school dropouts aggregated over a four-year period. To meet the 2008 graduation rate criteria for AYP, a school or LEA must have a graduation rate of at least 83.0 percent, **or** improvement in the graduation rate of at least 0.1 from the previous year, **or** improvement in the graduation rate of at least 0.2 in the average two-year rate.

07-08 CDE Calculation: *Graduation Rate Formula is based on the NCES definition: Number of Graduates (Year 4) divided by Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)

Goal I C 1. By June 2012, ECVHS will increase the number of students meeting the A-G requirements by 1%.

A-G Completion Rates

Year	Percent of Graduates who completed A-G
2006-2007	23%
2007-2008	27%
2008-2009	52.7%
2009-2010	Pending CDE Data

A-G Requirements: The number of twelfth-grade graduates, for the school year indicated, completing all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of “C” or better. This represents only a portion of the entrance requirements for UC or CSU.

Goal I C 2. By June 2012, ECVHS will increase the number of students passing AP courses by 1%.

Year	# of separates AP classes taken	A,B,C grades	D grade	F grade
2006-2007	280	250	15	15
2007-2008	252	219	15	18
2008-2009	354	277	35	47
2009-2010	442	381		61

Passing = Scores of 3, 4, 5

El Cajon Valley High School	Grade 12 Enrollment	Grades 11 + 12 Enrollment	Number of Exam Takers	Exams Scr=1	Exams Scr=2	Exams Scr=3	Exams Scr=4	Exams Scr=5
2008-2009	604	1,132	192	127	70	45	24	19
2007-2008	478	1,023	138	75	64	32	12	9
2006-2007	468	978	154	101	69	48	17	8

Goal I D. By June 2012, ECVHS will improve Average Daily Attendance over previous year by .5%.

Summary Data from NeXsis:

Total % Attendance/Enrollment 2006-2007	91.07%
Total % Attendance/Enrollment 2007-2008	91.08%
Total % Attendance/Enrollment 2008-2009	92.78 %
Total % Attendance/Enrollment 2009-2010	93.63%

Perfect Attendance for 07-08

Quarter 1, 07-08	116 students
Quarter 2, 07-08	60 students
Quarter 3, 07-08	131 students
Quarter 4, 07-08	138 students

Perfect Attendance for 08-09

Quarter 1, 08-09	183 students
Quarter 2, 08-09	176 students
Quarter 3, 08-09	143 students
Quarter 4, 08-09	148 students

Perfect Attendance for 09-10

Quarter 1, 09-10	171 students
Quarter 2, 09-10	169 students
Quarter 3, 09-10	114 students
Quarter 4, 09-10	150 students

Truancy Rate Totals:

Period truancies to period enrollment:
Average

Percent Truancies to period Absences:
Average

Fiscal Year 2010	1.9%	23.1%
Fiscal Year 2009	1.8%	22.7%
Fiscal Year 2008	2.1%	22.4%
Fiscal Year 2007	2.4%	26.2%

All Day Truancies to enrollment:
Average

All day truancies to all day absences:
Average

Fiscal Year 2010	5.0%	73.4 %
Fiscal Year 2009	5.1%	66.9%
Fiscal Year 2008	6.1%	68.5%
Fiscal Year 2007	6.3%	71.2%

	# DPS students case managed	Attendance Laws	SART	SARB	FRC Referrals	Outside Ref.	Recovered Students – now attending
2007-08	105	105	105	53	40	2	26
2008-09	115	104	98	39	22	2	14
2009-10	146	104	72	74	26	5	16
2010-11	156	156	84	38	69	4	15

All Day Average Attendance

	2009-2010			2010-2011		Met?
Month	Total	Total	Month	Total	Total	
	Enrl	%Att		Enrl	%Att	
1	2285	94.05	1	2264	94.22	yes
2	2306	93.47	2	2262	94.34	yes
3	2294	92.6	3	2242	93.43	yes
4	2300	92.81	4	2230	92.22	no
5	2292	92.09	5	2224	93.44	yes

6	2254	93.87	6	2187	92.73	no
7	2227	93.84	7	2183	92.7	no
8	2228	93.12	8	2166	93.02	no
9	2204	93.01				
10	2182	92.69				
11	2175	98.38				

Goal I E Connectivity - By June 2012, ECVHS will increase the number of students participating in after school programs.

Data pending from 2009-10 and 10-11.

Goal I F By June 2012, ECVHS will increase the number of parents attending Coffee Talks, PIQE, and “fun” parent nights by 1%.

Number of parents attending Coffee Talks in 2009-2010 was 350 and graduates of PIQE for fall 2009 was 77. Number of parents attending in 2010-11 was 295 and graduates of PIQE were 36.

Goal II A Professional Development - By June 2012, all classroom teachers will meet or exceed the QEIA grant requirement of 40 hours of professional development averaged over the three fiscal years.

08-09:

# staff members w/ 40+ hrs	89/121 (74%)
# staff members w/ less than 40 hrs*	32/121 (26%)
# Average hours	57
Total # of hrs	6978 hours
* Most of them are short by less than a few hours	

09-10:

# staff members w/ 40+ hrs	119/129 (92.25%)
# staff members w/ less than 40 hrs*	10/129 (7.75%)
# Average hours	62.6
Total # of hrs	9722.5 hours

Results for 10-11:

# staff members w/ 40+ hrs	112/119 (94%)
# staff members w/ less than 40 hrs*	7/119 (6%)

# Average hours	80.9
Total # of hrs	10,357
* Most of them are short by less than a few hours	

Goal II C Formative Assessments- By June 2012, all core department teams will have made/ found 2 formative assessments per course per quarter to be used by the entire team to drive instruction.

No previous data.

School Profile

El Cajon Valley High School is a comprehensive high school located in the city of El Cajon and is part of the Grossmont Union High School District. ECVHS employs over 120 teachers, including six counselors, and a classified staff of over 50 to support our students. Our campus reflects the diverse cultural and socioeconomic makeup of the community. Many families settle in the community because of the affordable housing and the diversity in the community. Many of our students are recent immigrants, with the majority coming from Spanish speaking and Mid-Eastern countries.

School Enrollment Time Series

2007-08

Enrollment: **1957** (as of 6-5-08)
Adds after day 3 snapshot: **422**
Drops after day 3 snapshot: **629**
New refugee students: **71**

2008-09

Enrollment: **2133** (as of 6-4-09)
Adds after day 3 snapshot: **419**
Drops after day 3 snapshot: **586**
New refugee students: **302**

2009-10

Enrollment: **2310** (as of 12-4-09)
Adds after day 3 snapshot: 327
Drops after day 3 snapshot: 604
New refugee students: **219**

2010-11

Enrollment: **2279** (as of 11/1/10)
Adds after day 3 snapshot (to date): 118
Drops after day 3 snapshot (to date): 315
New refugee students (as of June 1, 2011): **177**

ECVHS Enrollment by Ethnicity

The community's changing ethnic and cultural diversity is reflected in the school profile statistics. For school year, 2009-2010, El Cajon Valley High School had a total student enrollment of 2323. Our student enrollment was 42% Hispanic, 24% Middle Eastern, 19% White, 10% African-American, 2% Filipino, 1% Asian, 1% American Native, and 1% Pacific Islander.

Current June 2011 enrollment is 2140. At this time we have 37% Hispanic, 30.1% Middle Eastern, 17.6% White (Non-Hispanic/Non-Middle Eastern), 9.5% African American, 1.7% Filipino, 1% Asian, .7% Pacific Islander, .7% Native American.

Number of English Learners at El Cajon Valley (ELL)

In 2007 we had 628 EL Students at ECV. In 2008 that increased to 679 and in 2009 it increased again to 875. In 2010 the number was 838 EL students.

As of June 2011, we currently have 1,050 EL Students enrolled. This is 49% of our current enrollment.

District English Learner Program Goal: is to provide students who have been identified as English Learners a comprehensive program that develops English fluency as rapidly as possible while maintaining access to a rigorous academic core curriculum within the regulations set forth both by the State of California and the United States Office of Civil Rights.

ECVHS Program Goal is for English Learners to meet or exceed ELD and core subject area standards, complete A-G requirements, pass the California High School Exit Exam, and score at a level comparable to that of an average native speaker in the school's regular program on state mandated tests.

Structured English Immersion Program: Non-English speaking and limited English speaking students receive English language development and access to a challenging and rigorous core curriculum through a combination of standards-based English language development courses and primary language support in math, science, and social science courses. English learners are able to access challenging district content and performance standards for their respective grade levels in core curricular areas while acquiring English language proficiency as rapidly and effectively as possible.

Student Placement: If an English Learners is new to the school the "LAS" is administered as a pre-diagnostic assessment to determine the appropriate level of the English core curriculum assessment to be administered. The High Point Diagnosis and Placement Inventory test is then used to determine the level of ELD. If the student scores 60% or higher on the High Point assessment, the student is placed in the next

level.

The combination of the High Point assessment, CAHSEE and CST scores, and student records (transcripts) are used to determine the appropriate level of SDAIE English.

Students who do not yet meet re-designation criteria may be placed in the mainstream program. This is determined by teacher recommendation and student placement criteria.

Structured English Immersion Program Components: English language development courses, academic subject matter content courses, and electives and/or primary language development courses offered for English Learners are listed below:

Literacy Support: Students placed in the beginning levels of ESL/ELD are concurrently enrolled in SDAIE Reading. Students in ESL/ELD Intermediate 1-2 are concurrently enrolled in SDAIE CAHSEE. Every student enrolled in ESL/ELD whose first language is Spanish is also concurrently enrolled in Spanish for Spanish Speakers as part of their literacy support.

Summer School: The summer program for English Learners is designed to strengthen skills in academic literacy. The teachers from this program use the wikispace: elsummer.wikispaces.com to plan and share ideas. There are four levels of English in order to focus on different language levels and different language needs. Level 1 and 2 are for beginning EL students. Students develop academic content area literacy in both English and math. The purpose of level 3 and 4 is to focus on building academic literacy and academic speaking using the critical reading strategies taught in the CAL Professionals training. In level 3, students learn many different writing types, debate different subjects, and create daily presentations. The level 4 curriculum bridges SDAIE instructional scaffolds with the "AVID Weekly" lessons. Both levels 3 and 4 help EL students to continue to build skills in order to pass the CAHSEE.

Supplementary services: EIA funds are used to support English language instruction through the use of primary language aides and counselors, instructional supplies, and parent activities to ensure that EL students receive the same rigorous standards-based curriculum available to all students. A support system for students not meeting standards and/or not passing the California High School Exit Exam includes additional instruction in core classes, tutoring in the night library (open to 6:00 PM Monday – Thursday), summer classes, and assistance in the extended day program. The Extended Day Program is in place for students to have the opportunity to attain standards, prepare for tests, and in some cases, retrieve credits. Title 1 funds also support the Family Resource Center where students and families can seek assistance with issues that interfere with academic achievement.

Re-designation

The following criteria are used to re-designate English Learners to Re-designated Fluent English Proficient (R-FEP):

1. CELDT (California English Language Development Test) - Early Advanced or Advanced overall and at least Early Advanced in all areas.
2. CST (California Standards Test) - Score of Basic (300) or above in English Language Arts and in Mathematics
3. Grades – “C” or better in English, Math, Science, and Social Science for the past two semesters

The site Program Coordinator completes a re-designation profile. The Coordinator, counselor, and academic advisor review and discuss the student’s profile and progress. They may recommend the re-designation of the student from Limited English Proficient to Re-designated Fluent English Proficient.

If the student is recommended for re-designation, the parents will be notified and asked for their input. The parent has the option of meeting with the site Program Coordinator or approving the re-designation in writing. The student’s language proficiency code will be changed from EL to R-FEP. The R-FEP student will continue to be monitored for academic success for one full school year following re-designation.

2009-2010

School	ELL	Fluent-English-Proficient	Redesignated FEP
ECVHS	838 (35.3 %)	363 (15.3 %)	29 (5.1 %)
District	2,774 (10.9 %)	2,684 (10.5 %)	203 (10.8 %)
County	118,501 (23.8 %)	83,181 (16.7 %)	13,233 (10.7 %)
State	1,468,235 (23.7%)	1,155,026 (18.7%)	175,417 (11.6%)

2008-2009

School	ELL	Fluent-English-Proficient	Redesignated FEP
ECVHS	567(25.1 %)	206 (9.1 %)	19 (2.9 %)
District	1,886 (7.6 %)	1,742 (7.0 %)	43 (1.8 %)
County	123,118 (24.8 %)	84,502 (17.0 %)	11,517 (9.4 %)
State	1,513,233 (24.2%)	1,212,044 (19.4%)	168,071 (10.8%)

2007-2008 □ School	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
ECVHS	666 (31.9 %)	444 (21.3 %)	15 (2.4 %)
District Total:	2,327 (9.6 %)	2,866 (11.8 %)	135 (6.0 %)
County Total:	122,666 (24.7 %)	83,522 (16.8 %)	9,298 (7.8 %)
State Total:	1,553,091 (24.7%)	1,176,151 (18.7%)	150,573 (9.6%)

2006-2007 □ School	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
ECVHS	628 (31.2 %)	388 (19.3 %)	24 (3.5 %)
District Total:	2,244 (9.4 %)	2,598 (10.9 %)	108 (4.9 %)
County Total:	119,894 (24.3 %)	84,477 (17.1 %)	8,323 (7.2 %)
State Total:	1,568,661 (25.0%)	1,148,880 (18.3%)	144,901 (9.2%)

CELDT English Language Development Test

"Three purposes for the California English Language Development Test (CELDT) are specified in state law (see Education Code Section 60810 (d)(1-3)), including: 1) identify pupils as limited English proficient, 2) determine the level of English language proficiency (ELP) who are limited English proficient, and 3) assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English."

2009-2010 All CELDT Tests – 688 were Annual Assessments and 454 were Initial Assessments.

Number and Percent of Students at Each Overall Performance Level

Performance Level	9	10	11	12	Total
Advanced	29 (10.0%)	10 (3.0%)	19 (7.0%)	20 (7.0%)	78 (7.0%)
Early Advanced	56 (20.0%)	62 (21.0%)	59 (22.0%)	56 (19.0%)	233 (20.0%)

Intermediate	79 (28.0%)	79 (26.0%)	64 (24.0%)	65 (22.0%)	287 (25.0%)
Early Intermediate	59 (21.0%)	52 (17.0%)	54 (20.0%)	61 (21.0%)	226 (20.0%)
Beginning	57 (20.0%)	98 (33.0%)	71 (27.0%)	92 (31.0%)	318 (28.0%)
Number Tested	280 (100.0%)	301 (100.0%)	267 (100.0%)	294 (100.0%)	1,142 (100.0%)

2008-09

Annual Assessment

Grades	9	10	11	12	Total
Performance Level	Number and Percent of Students at Each Overall Performance Level				
Advanced	5 3.00%	9 6.00%	4 3.00%	13 7.00%	31 5.00%
Early Advanced	45 31.00%	46 29.00%	54 35.00%	62 34.00%	207 32.00%
Intermediate	65 45.00%	72 46.00%	52 34.00%	56 31.00%	245 38.00%
Early Intermediate	24 17.00%	13 8.00%	26 17.00%	36 20.00%	99 16.00%
Beginning	6 4.00%	17 11.00%	18 12.00%	15 8.00%	56 9.00%
Number Tested	145 100.00%	157 100.00%	154 100.00%	182 100.00%	638 100.00%

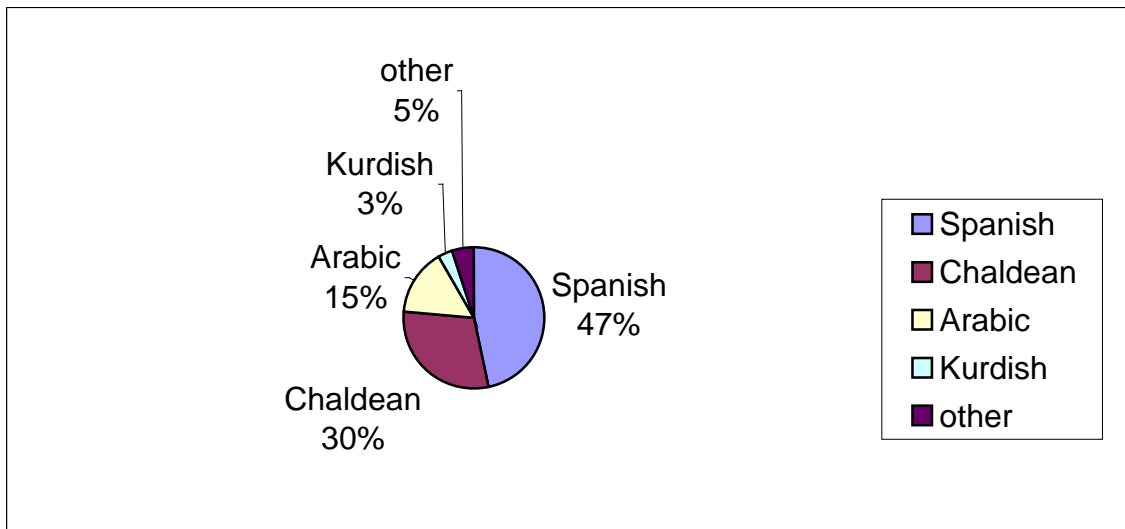
2007-08

Annual Assessment

Grades	9	10	11	12	Total
Performance Level	Number and Percent of Students at Each Overall Performance Level				
Advanced	1 1.00%	2 2.00%	3 2.00%	9 5.00%	15 2.00%
Early Advanced	30 21.00%	32 24.00%	50 30.00%	57 34.00%	169 28.00%
Intermediate	69	54	77	48	248

	49.00%	41.00%	46.00%	29.00%	41.00%
Early Intermediate	32	34	22	33	121
	23.00%	26.00%	13.00%	20.00%	20.00%
Beginning	10	9	15	19	53
	7.00%	7.00%	9.00%	11.00%	9.00%
Number Tested	142	131	167	166	606

Percent of Languages Spoken in EL Program-2008-2009



ECVHS is a school-wide Title I program - 68.4% of our students (October 2008 CBEDS update) qualify for free or reduced lunch. The purpose of Title I funding is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Special Education

Special Education has a total student enrollment on campus of 234 or 10% of the student population as of the 2009-2010 school year. For the 2010-2011 there are 201 students in the Special Education (also called Specialized Academic Instruction - SAI) which is 9% of the current enrollment.

AVID (Advancement Via Individual Determination)

AVID students are members of historically under-served groups who seek entrance into the California University system. They receive academic support from teachers and college tutors to meet UC/CSU entrance requirements. Since 1998/1999 the number of sections offered has increased from 4 to 16 for the 2010-2011 school year. Our AVID population this school year (2010/2011) represents 22% of the total school population—464 total AVID students of 2,140, up from 14.86% -324 students of 2,180-

in the 2005/2006 school year. The ethnic diversity of our AVID classes reflects that of the school.

AVID students are creating a “college-going” culture at El Cajon Valley High School; they make up the majority of our AP program at ECVHS. 100% of AVID seniors of 2010 completed at least one AP course during their high school years and 99% of AVID seniors took the corresponding exam. 100% of the graduating AVID seniors of 2010 participated in the ACT and/or SAT. 58% of graduating AVID seniors of 2010 was accepted into a four-year university.

Advanced Placement

GATE students receive intellectually challenging/enriched instruction in Advanced Placement courses. During the present school year (2009-2010) GATE funding totaled \$1,700. These monies are used for course enrichment. The AP courses offered currently include AP European History, AP American History, AP Government, AP Economics, AP English Language/Composition, AP English Literature/Composition, AP Art History, AP Environmental Sciences, AP Spanish Language, AP Spanish Literature, and AP Calculus AB/BC. The honors courses currently include 9th and 10th grade English, 9th grade Geography, Geometry, Algebra II, Pre-Calculus, Spanish, Biology and Chemistry.

Curriculum and Instruction - The Base of the Pyramid of Interventions

Professional Learning Communities: All core teachers are highly qualified and teach a rigorous, relevant curriculum within their area of expertise. Teachers work in teams of Professional Learning Communities to address four critical questions:

- What do students need to learn?
- How will we know when students have learned?
- How will we respond when students experience difficulty in learning?
- How will we provide enriching experiences to students who have already mastered essential knowledge and skills?

Curriculum is focused on California Content Standards using research-based teaching strategies. Classes are arranged on a traditional calendar with a 4X4 block quarter schedule. In this setting, students are able to meet graduation, college preparatory, and Advanced Placement requirements. Advanced Placement courses are offered in the areas of Art, English, World Language, Math and Social Sciences. El Cajon Valley High School is a national demonstration site for AVID (college preparation). Extra- and Co-curricular activities are available. An extensive after-school program includes classes for academic support as well as for personal enrichment.

Quality Education Investment Act (QEIA) at ECVHS

In May of 2007, El Cajon Valley High School received a multi-year grant (up to seven years) to improve student achievement and provide the needed support systems. The 2007-08 school year was the planning year, with full implementation to begin in 2008-09. ECVHS will use this funding to support the site Goals and action plan. This model will be based on:

QUALITY INSTRUCTION/ FIRST TEACHING

- Implementation of the Professional Learning Community Model of teacher teams school-wide, in all subject areas.
- Standards-based engaging curriculum with ongoing assessment and monitoring that focuses on Rigor/Relevance/Relationships

PROFESSIONAL DEVELOPMENT

- PLC coaches to assist with the implementation of the PLC model
- School-wide Professional Development to address staff, student and family engagement in the educational process

ACADEMIC SUPPORT AND INTERVENTIONS

- Strategic, data-driven, with clear entrance and exit criteria to include all students (regular, special education, and English Learners) who have been identified as needing extra support

SOCIAL-EMOTIONAL SUPPORT

- Family Resource Center (FRC)/Case-Management Referral Process - Integrated and coordinated system of supports for students and families that focuses on improving student achievement

ASSESSMENT AND MONITORING SYSTEM

- Design and implementation to include frequent diagnostic tests as well as annual standardized assessments
- Designed with input from staff, students and families to address their needs for data collection and reporting

COLLABORATION/ENGAGEMENT

- Focused on improving communication with-in and between the: Professional Learning Community teams; students, parents and staff; community partners, and post-secondary education partners

Please refer to **Attachments # 1, 2, & 3 QEIA** Pyramid of Interventions. For more details, please see the QEIA website:

<http://www.cde.ca.gov/nr/ne/yr07/yr07rel62.asp>

School-wide Risk Intervention and Student Support

The purpose of all school-based student support programs is to increase student achievement in the areas of academics, behavior, and attendance through the integration of school, home, and family support services. With the goal of preventing and reducing dropouts and increasing student achievement, the following school-wide programs are in place at El Cajon Valley High School:

- Research-based Professional Development
- Content Area Literacy Support
- Extra support classes in core areas – during the school day & after school
- CAHSEE and CST prep incorporated in year-long Math & English at ninth grade level
- CAHSEE and CST prep incorporated in year-long English at tenth grade level
- CAHSEE and CST prep incorporated in year-long targeted tenth grade Math classes
- Comprehensive English Learner Program
- Special Education and Support Classes
- Expanding Career Technical Education programs
- AVID (college readiness and support program)
- Gifted and Talented Education support
- Brave Adventure (a summer program for incoming ninth graders)
- Spanish for Spanish Speakers
- Credit Retrieval Program
- Learning Center Classes
- Special Study-Tutorial Classes and Advocate Model
- After school tutorials and enrichment programs including home language tutorials
- Night Library four days a week
- Friday Night Live
- Results-based comprehensive guidance program
- Family Resource Center
- Drop-out Prevention Program
- Library Media Center
- Technology Support (Computer labs, portable labs, mini-labs in classrooms, instructional stations)
- Alternative Education Programs on campus
- Instructional aides, teacher assistants, and tutors
- College and Career Center
- Link Crew, Peer Tutors & Mentors
- Extensive Parent Involvement and Education
 - ELAC
 - PIQE
 - PTSA
 - Coffee Talks

Program Improvement Status

El Cajon Valley High School has been identified by the California Department of Education (CDE) as a Year 2 Program Improvement (PI) school under the federal No Child Left Behind (NCLB) Act of 2001.

NCLB requires the state and district to review annually the academic progress of federally funded Title I schools and to identify schools in need of improvement. These schools are identified as PI schools after two consecutive years of not making adequate yearly progress (AYP). California determines AYP by considering the following four measures:

- *The percentage of students scoring at the “proficient” or “advanced” level on the California Standards Tests for English-Language Arts and Mathematics*
- *The percentage of students participating in those tests*
- *The graduation rate for the high school*
- *California’s own accountability measurement of progress, the Academic Performance Index (API)*

Why is the school identified as PI?

The reason for this identification is that the school did not achieve AYP for two consecutive years (2007-08 and 2008-09). The AYP areas that caused the identification are:

- *Percent Proficient in English-Language Arts*
- *Graduation Rate*

The school’s 2007-08 and 2008-09 Accountability Progress Reports may be obtained from the school or on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/ay>.

We now have Supplemental Educational Services (SES) provided at no cost to the parent includes tutoring for every eligible student provided by privately run tutoring services.

What will the school do to address the problem of low achievement?

We are working closely with the district staff to revise the school plan to include:

- Strategies, policies, and practices that utilize scientifically-based research and have the greatest likelihood of ensuring that all groups of students will meet the state’s achievement targets
- High quality professional development for school staff that will lead to removing the school from PI status
- Strategies to promote effective parental involvement in the school

Research shows that strong parental involvement leads to student success at school. Parents interested in partnering with the school are encouraged to contact the school for additional information regarding:

- Ongoing parent/community meetings and Parent volunteer opportunities
- Advisory committee/school site council meetings
- Parental involvement policies and school-parent compacts

As a result of these types of efforts, El Cajon Valley High School has already begun to show continued improvement, increasing its Academic Performance Index by 54 points over the 2007-2010 school years.

As a result of our identification as Program Improvement (PI) School, parents of students have the right to request a transfer to a non-PI school in our district with district-paid transportation.

We have had 30 students in the 10-11 school year opt to go to non-PI schools within the district. (This represents 25 families.)

2009-2010 Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 55.6 % <u>Met all percent proficient rate criteria? No</u>				Mathematics Target 54.8 % <u>Met all percent proficient rate criteria? No</u>			
	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>	<u>Met 2010 AYP Criteria</u>	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>	<u>Met 2010 AYP Criteria</u>
School wide	464	156	33.6	No	463	190	41.0	No
Black or African American	35	10	28.6	--	35	12	34.3	--
Filipino	11	8	72.7	--	11	7	63.6	--
Hispanic or Latino	203	68	33.5	No	204	82	40.2	No
White	206	66	32.0	No	204	83	40.7	No
Socioeconomically Disadvantaged	369	113	30.6	No	368	139	37.8	No
English Learners	297	66	22.2	No	296	99	33.4	No
Students with Disabilities	35	8	22.9	--	36	9	25.0	--

2008-2009 Percent Proficient - Annual Measurable Objectives (AMOs)

Made AYP: No
Met 17 of 22 AYP Criteria

Met AYP Criteria:	English-Language Arts	Mathematics
<u>Participation Rate</u>	Yes	Yes
<u>Percent Proficient</u>	No	Yes
<u>Academic Performance Index (API)</u>		Yes
<u>- Additional Indicator for AYP</u>		
<u>Graduation Rate</u>		No

Met 2009 AYP Criteria

GROUPS	Participation Rate		Percent Proficient	
	English-Language Arts	Mathematics	English-Language Arts	Mathematics
School wide	Yes	Yes	No	Yes
Hispanic or Latino	Yes	Yes	No	Yes
White (not of Hispanic origin)	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	No	Yes
English Learners	Yes	Yes	No	Yes

2007-2008 Percent Proficient - Annual Measurable Objectives (AMOs)

Made AYP: No
Met 20 of 22 AYP Criteria

<u>Met AYP Criteria:</u>	English-Language Arts	Mathematics
<u>Participation Rate</u>	Yes	Yes
<u>Percent Proficient</u>	No	No
<u>Academic Performance Index (API)</u> - Additional Indicator for AYP		Yes
<u>Graduation Rate</u>		Yes

Met 2008 AYP Criteria

GROUPS	Participation Rate		Percent Proficient	
	English-Language Arts	Mathematics	English-Language Arts	Mathematics
School wide	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes
White (not of Hispanic origin)	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	No	No

Professional Development

The focus of professional development and collaboration time has been the continued development of Professional Learning Communities in all content areas. This work has included the development of team SMART Goals, the alignment of curriculum to standards, the development of common assessments, common grade books, and the development of intervention plans for those students not meeting standards or who are receiving D's and F's in their core courses. Each department is at a different stage

in this process and the work is ongoing, but progress is being made as measured by the team SMART Goals and action plans.

The Literacy Action Team (LAT) has been meeting on a regular basis and created a survey for the staff at the end of 09-10 to get their input on which literacy strategies they wanted to focus. The results were:

- Reading Strategies
- Writing Strategies
- Language Strategies

The prep period meetings in 10-11 focused on specific strategies from these three areas and were led by the Literacy Action Team. A survey will be given again at the beginning of 11-12 to gauge teacher needs. The LAT team consists of 25 teachers from various content areas and meets once a month to discuss school-wide literacy efforts. Members from the team volunteer to facilitate monthly prep period meetings and advise on how to best introduce strategies to the staff. Our professional development efforts have focused on best practices and literacy instruction.

We continue to support teachers who have gone through Content Area Literacy Professionals (CAL Pros) 2-day literacy training. Nearly sixty content area teachers have gone through at least one level of CAL Pros, and all of these teachers received AVID's *Critical Reading: Deep Reading Strategies for Expository Texts*.

For 2010- 2011, the Professional Development Plan was focused on the implementation of best instructional practices including but not limited to:

- Learning objectives clearly stated/posted in every classroom
- Active Reading Strategies
- Checking for Understanding and Effective Questioning
- Language usage across subject areas

Also offered were prep period trainings in the area of technology. Teachers who elected to go to the CAL Professional's Technology Training learned about Web 2.0 technology like google docs and Google sites for use with students in the classroom.

Sheltered teachers additionally attended after school workshops on best practices for SDAIE strategies led by the EL Coach. These training sessions focused on strategies and best practices for classrooms with ELL at multiple levels.

The PLC leads participated in leadership building workshops on a quarterly basis to lead the work of the PLC teams. These meetings were difficult to plan as the leads are all very busy but there were good discussions and sharing of ideas between departments with the team leads that did participate.

For the coming 11-12 school year, we will continue to use monthly prep period meetings as training times. The training sessions will be geared differently based on teacher input. Teachers felt this year that we covered too much, too quickly and had

too much talk time by the presenter. In response to this, the LAT and Navigation Team created the following On-site Professional Development Protocol.

On-Site Professional Development Protocol
<p>First Experience (Introduce a Strategy)</p> <ol style="list-style-type: none">1. <i>Facilitator</i> provides an anticipation activity<ol style="list-style-type: none">a. A discussion question, provocative data, or a survey would be useful here2. <i>Facilitator</i> or administrator sets the context and establishes expectations<ol style="list-style-type: none">a. Participants will commit to trying the strategy multiple times a week, reflect on their experiences, and evaluate the effectiveness of the strategyb. Participants will commit to sharing student work or sample activities with staff members at the next professional development/ upcoming collaboration meetings.c. Reflections and self-evaluations will be posted online and shared with PLC members, department leads, and administrators3. <i>Facilitator</i> states the learning objective (verbally and in writing)4. <i>Facilitator</i> models the strategy5. <i>Participants</i> practice the strategy6. <i>Participants</i> explore application across content areas (disciplinary teams) <p>Second Experience (Review, Share and Deepen the Strategy)</p> <ol style="list-style-type: none">1. <i>Participants</i> share student work/ teacher experiences2. <i>Participants</i> report on the frequency in which the strategy was used3. <i>Participants</i> reflect on the effectiveness of the strategy4. <i>Facilitator</i> states the learning objective for the second experience<ol style="list-style-type: none">1. <i>Facilitator</i> or admin. sets the context and reviews expectations (see above)1. <i>Facilitator</i> extends the strategy, deepening the learning for participants<ol style="list-style-type: none">2. <i>Participants</i> practice the strategy3. <i>Participants</i> explore application across content areas <p>Third Experience (Peer Observation Period, POPs)</p> <ol style="list-style-type: none">1. <i>Participants</i> observe peers on campus using the strategy2. <i>Participants</i> take notes on what students are doing in the classroom and debrief their experiences <p>Extended Experience (Video Tutorial)</p> <ul style="list-style-type: none">• <i>Participants</i> watch videos online of teachers using the strategy• <i>Participants</i> contact teachers or the literacy coach for follow-up discussions/ training

We anticipate that the protocol will give the professional development training sessions more focus and allow the topics to be covered in-depth and with greater rigor. Teachers really enjoyed and appreciated the session we did this school year where they got to observe their fellow teachers employing strategies so that will be repeated through this new protocol three times in 11-12.

This work was supported by:

- Collaboration time built into the schedule – Collaboration Mondays
- Back-to-School Professional Development Days
- District provided literacy seminars for administration and teaching staff
- Department Chair meetings with an instructional focus
- An outside consultant in Math
- Additional time (pull-out days and curriculum writing time) given to PLC teams as needed
- On-site Literacy coach

As required by the QEIA (Quality Education Investment Act), the teaching staff is required to complete 40 hours annually of Professional Development.

See page 17 for data details.

Instructional Aides are also required to receive professional development, but there is no time requirement. One day of training was provided for this year, which focused on how the aides can support the site goals, as well as how to effectively tutor and engage students in the classroom. Quarterly training sessions were planned but they only met one other time after the initial training.

El Cajon Valley High School Back-to-School Professional Development 2011

Wednesday 8/31/11	Thursday 9/1/11	Friday 9/2/11
7:30 Welcome Back Breakfast Snacks	8am: Introduction to Engaging Literacy Department Groupings: Electives - room English - room Math - room Science - room Social Science - room 9:45 Break	8am: Administrative Round Robin - rooms TBD 9:30 Break
*Welcome Freshman to Freshman Orientation 8am: General Meeting- ALL STAFF- review goals for 10-11, introductions, etc. - Band room		

9am: Celebrate successes - continue in Band room 9:45 Break	10/ 10:30/ 11 am: Tech PD Rotation - Literacy TA, Digital Citizenship/Responders, Google Resources	9:45 am-10:30: Student Presentations
10/ 10:30/ 11: Tech PD Rotation- Tech Survey, Cloud, Personal Digital Devices		
11:30 am: Lunch - on your own	11:30 am: Lunch- on your own/ New Teacher Lunch	10:30am: Superintendent Presentation
12:15 pm: Department Meetings - general procedures/ information - DC to decide rooms	12:30 pm: Edusoft Training/ PLC time	11:00am -Potluck Lunch
1pm- 3pm: PLC Team Time- lesson planning/ PLC work (SMART goals etc.)	1:30pm-3pm: PLC Team Time	12pm-3pm: PLC Team Time

Some challenges ECV facing in regards to professional development are:

Ongoing support for teachers to learn and practice strategies learned in prep period and pull-out day sessions.

Expectation with accountability that the strategies will be implemented-The observation times built into the professional development protocol should work towards this being less of an issue.

Time- It was hard to find enough time during the school year for PLC teams to meet and complete their work. Many teachers were pulled out multiple times which negatively impacts the amount of time with their students in the classroom.

Use of Formative Assessments to Inform Instruction- Teams continue to need more support on the development and use of formative assessments to check for student understanding and to inform the next steps for re-teaching to ensure that students do learn. For 11-12 this will continue to be a major focus for our back-to-school trainings and on-going throughout the year.

Professional Development Needs:

- Continue the **development of common formative assessments** in all of the PLC's which will serve as the foundation for the assessment and monitoring system.
- The **training and implementation of effective and engaging instructional strategies** with an emphasis on reading, writing, and language to improve student learning and achievement.
- Develop a system where we are internally monitoring the implementation of the teaching strategies and evaluating the impact on student achievement.
- Continue with the implementation of **professional development around technology** in the classroom.
- Teams need additional time through curriculum writing and pull-out days as needed.

Additional Funding needs also noted in the Action Plan:

- Presentation materials needed for professional development (markers, colored paper, easel paper, etc.)
- Professional Development Books
- Curriculum Writing Time
- Substitute Costs
- Conference Registrations and Travel
- Consultant Agreements for off-site consultants
- Release time for on-site coaches
- Release time for PLC leads on an as needed basis
- Computer software/ subscription to do staff surveys regarding PD
- Materials for teachers to implement school-wide PD strategies
- Continue to fund Title 1 Coordinator and Literacy Coordinator to facilitate PD program.

El Cajon Valley High School Parent Involvement Update 2011:

Parent and community outreach and involvement are ongoing efforts at El Cajon Valley High School. Individual teachers communicate regularly with parents through phone calls, email, grade book websites, and teacher websites. Various programs host parent nights for updates and student recognition as well as the FRC's new student recognition "Student Achievement Award" in which the parent mentors call or send home recognition of a student for a teacher.

As a school, El Cajon Valley communicates with parents through a variety of venues. El Cajon Valley High School has two Open Houses (one in the fall and one in the spring), that are designed for parents to meet the teachers and learn about the classes and expectations. Student achievement is highlighted through the monthly Hall of Braves luncheons provided by our ROP Restaurant program. Students are nominated from each department for their excellence and invited to attend a luncheon in their honor with their parents. There is also a parent newsletter that is sent home that includes information about programs and important dates for parents to remember and be involved.

A parent/community organization called English Learner Advisory Committee (ELAC) is very active on our campus. ELAC is composed of the parents of English learners. It meets every third Wednesday of the month with about 75-100 parents at each meeting. Parent and community leadership opportunities also include a PTSA Committee and an active School Site Council Committee.

Parent Institute for Quality Education - El Cajon Valley High has hosted an annual Parent Institute for Quality Education. This is a nine week course for parents to help them understand all aspects of the high school experience. Parents who participate are honored with a certificate in a graduation ceremony at the conclusion of the program. In 2009, 77 parents completed the training program and in 2010 28 completed the training.

There were also 11 Coffee Talk Seminars provided for parents in English, Spanish, and Arabic that covered a wide range of topics (see calendar attached.) The Coffee Talks are a way to inform and educate parents on a variety of topics of their interest and make a connection between them and school. To date, over 295 parents attended in the 2010-11 school year. Some are repeat participants. This is down from the 350 attendees from 2009-2010.

After previously meeting with the following parent groups -PTSA, School Site Council, ELAC, a community Parent Support Group, and soliciting additional parent input through the parent email group list - the site parent involvement policy was developed.

Communication:

Provide home communication in a variety of media (phone calls, post mail, postcards, email, school website, home visits, flyers posted in complexes, churches, stores, etc.) and in key languages (English, Spanish, Arabic). Provide incentives for students to return information.

Status Report: This is an ongoing process and home communication has been greatly improved. We are required to send all home communications in English and Spanish, and we provide Arabic when possible. Home communications include: written notices sent with students and mailed home, flyers posted in Adult Education and other community venues, staff calls home, school automated caller in English, Spanish and Arabic, and home visits by the Drop-out Prevention Specialist and the Family

Resource Center staff. El Cajon Valley also communicates regularly with both parents and the community through group emails that provide ongoing updates. This year we had over 600 parents on the parent email group list. The parent emails change frequently and this list is updated quarterly. Additionally, the Parent Mentors have contacted 1000 families and have trained them to access the district Parent Portal system which can be used to verify attendance and grades.

Improve the Parent Section on the school web site to include all important dates (student and parent activities) as well as information on all of the support programs and how to access them.

Status Report: A parent/community section was added. We have the option for translating the website into Spanish and Arabic. A calendar of school and parent events needs to be added and regularly maintained.

Schedule a planning meeting with representatives from all parent groups to build a cohesive Parent Involvement plan.

Status Report: A meeting has taken place to get all of the groups on campus together looking at a cohesive Parent Involvement Plan. Another is scheduled for end June and calendars will be discussed then. The plan for 10-11 was to have regular, quarterly Parent Involvement Committee meetings but this did not happen. PD and Facilities calendars are posted on the school website to avoid scheduling conflicts.

Parent Outreach & Education:

Host fun, educational events on campus to get parents and the community connected and focused on the positive aspects of the school (math night, astronomy night, parent variety show, tennispalooza).

Status Report: Two Open Houses took place, one in the fall and one in the spring. The annual Title I meeting and School Site Council parent elections were on the agenda at the fall Open House. The Spring Open house was combined with the Freshmen Orientation which we called "Winter Welcome". This took place in February with a variety of student/parent seminars and a festive carnival-like exposition of extra and co-curricular activities. The PTSA and Link Crew served a hot dog and hamburger barbeque. The combination allowed incoming freshmen and their parents to see the upper classmen and programs on campus with all teachers present as well.

Create a parent-to-parent model of parent outreach and education.

Status Report: Two, part-time Parent Mentors have been hired (1 Arabic/Chaldean/English and 1 Spanish/English). The purpose of this position is to provide a parent mentor to assist new and current parents in understanding the school system and accessing the resources needed to help their students achieve. This parent-to-parent outreach model engages parents in their children's education through

direct personal contact. This personal contact takes place at the school, at homes, and at other venues through-out the community –community centers, apartment complex meeting rooms, etc. Over 400 parents have been provided with training and information to access Parent Portal by the Parent Mentors. This model is a key component of our Parent Involvement Policy. The Arabic/Chaldean speaking parent mentors have been instrumental in helping the Iraqi and Afghani families’ transition to a new school system.



*El Cajon Valley High School
Coffee Talk Calendar 2011-2012*

<p>September 12</p> <p>Student Support 101: Help Your Student Succeed</p>	<p>October 10</p> <p>Bullying Prevention</p>	<p>November 14</p> <p>Teen Mental Health & Suicide Prevention</p>	<p>December 12</p> <p>Budgeting & Financial Success</p>
<p>January 9</p> <p>Need A Job?</p>	<p>February 6</p> <p>Alcohol, Drugs & Teens Social Hosting</p>	<p>March 12</p> <p>Discipline & Teens</p>	<p>April 16</p> <p>Emergency & Disaster Preparation</p>
<p>May 14</p> <p>Gang Awareness & Prevention</p>	<p>June 4</p> <p>Internet Safety</p>	<p>July</p> <p>Summer Break</p>	<p>August</p> <p>Summer Break</p>

Free information nights for parents/guardians of ECVH students. Call 401-4786 for more info.

Parent participation in the Coffee Talks and other parent nights has consisted mostly of Arabic speaking and Spanish speaking parents. These events do not seem to attract native-born, English only speaking parents. However, the parent email group list surnames are representative of the student population and parent participation at the Open Houses and the Frosh Orientation has been more representative of the whole school parent population. It would appear that certain activities and outreach are better received among certain parent sub-groups. We need to ensure that we are reaching as many parents in as many ways as possible.

Action Plan 2011-2012

Strategic Action Plan to Reach Goals I A-F	Implementers & Timeline	Progress Evidence & Evaluation of Goal	Proposed Expenditures & Estimated Costs	Funding Source
1. Continue to ask for PLC team SMART goals and action plans to support ECVHS Site Goals. (Also supports Goal II B)	Admin Team, Department Chair and Teams, PLC Lead and Teams Goals due September 2011 Quarterly progress reports on goals due to Admin from PLC teams	SMART goals turned in to Admin Department Leaders/ regular meetings between Admin and Department Chair/ Team Leads	Collaboration Pull-out days, summer curriculum writing Cost: \$80,000	Site Title 1 District Title 1 PD Set-Aside QEIA
2. Provide Curriculum Writing Time in the summer so teams can meet and begin work on 11-12 school year alike planning, formal formative assessment calendar, and goals.	Admin Team PLC Team/ Department Teams Protocol in place for monitoring of curriculum developed – Due August 31, 2011	Product, Timesheets, and Sign-in sheets due from Team Summer Curriculum Writing	Summer curriculum writing, Grants Coordinator monitoring time Cost: \$40,000	Site Title 1 District Title 1 PD Set-Aside
3. Continue to implement Achieve 3000 in all English 1/2, Sheltered English 3/ 4, Geography, Tutorial and All SAI English sections to improve reading comprehension and overall literacy.	Literacy Coordinator Admin Team Teachers who are using the program with classes Pre and post testing data September and June	Students making gains in the post test.	Additional licenses (above the 350 given by the district) Cost: up to \$8,000	Site Title 1

<p>Strategic Action Plan to Reach Goals I A-F</p>	<p>Implementers & Timeline</p>	<p>Progress Evidence & Evaluation of Goal</p>	<p>Proposed Expenditures & Estimated Costs</p>	<p>Funding Source</p>
<p>4. Continue to implement use of NWEA MAP tests as a means of giving formative assessment data in the areas of reading comprehension and language to English 1/ 2 and English 3/ 4 teachers. Explore use of NWEA MAP for math assessment on general math skills. Strand scores also available for all teachers of ninth and tenth grade to show individual student needs and goal planning.</p>	<p>Admin Team Literacy Coordinator Teachers giving the assessment</p> <p>September 2011 and benchmark at the end of quarter 2 and 4 to help guide instruction and assess the English program. It will be used to provide individualized, flexible learning groups within classrooms as well as to monitor classroom instruction in the areas of reading and language.</p>	<p>Teachers using data in PLC teams to drive instruction and create flex groupings/ Goal will be evaluated by PLC teams/ Admin at the end of the year to see if the NWEA testing and data program made an impact on instruction, A,B, C rate, CAHSEE pass rate, and CST proficiency.</p>	<p>Licenses Cost: \$18,000</p>	<p>Site Title 1 QEIA</p>
<p>5. Continue to implement year-long 9th and 10th grade English classes including SAI. Quarter 3 is delineated as CAHSEE prep English.</p>	<p>Admin Team, Teachers Ongoing</p>	<p>Improved scores on the CST ELA and CAHSEE ELA</p>	<p>Teacher Salaries/ Materials and supplies for more sections Cost: est. \$600,000</p>	<p>Site Title 1 QEIA</p>
<p>6. Continue to implement freshman Algebra as a yearlong course with CAHSEE prep including SAI. Also some students will take year-long 10th grade math as an intervention including SAI geometry.</p>	<p>Admin Team, Math Department EEMAP given at the end of freshman year identifies students for the year-long 10th grade math courses.</p>	<p>Improved passage rate and score on the CST and CAHSEE Math Tests</p>	<p>Teacher Salaries/ Materials and supplies for more sections Cost: est. \$500,000</p>	<p>Site Title 1 QEIA</p>

Strategic Action Plan to Reach Goals I A-F	Implementers & Timeline	Progress Evidence & Evaluation of Goal	Proposed Expenditures & Estimated Costs	Funding Source
7. Continue to fund Bilingual/ Cross-cultural (BLCC) Aides to help with EL classes	EL Coordinator, Admin Team Ongoing	Improved passage rate on formative assessments, student learning, attendance rate, A, B, C rate, graduation rate, student connectivity, A-G completion rate, CST, CAHSEE scores, and API	BLCC Aides Salaries Cost:\$ 200,000	Site Title 1 EIA QEIA
8. Fund the purchase of PSAT and Explore tests for ninth and tenth grade students that are preparing for college entrance exams, SAT and ACT	AVID Team, Admin Team, Guidance Team	Increased number of students being accepted into four year colleges	Test costs/ Substitutes for teachers running the testing as needed Cost:20,000	QEIA Site Title 1 AVID budget
9. Continue to provide Honors 9 th grade Geometry as a yearlong course.	Admin Team, Math Department Ongoing	Improved scores on the CST and CAHSEE Math Tests	Teacher Salaries/ Materials and supplies for more sections Cost: \$80,000	Site Title 1 QEIA
10. Continue to provide SDAIE (Sheltered) year-long math with CAHSEE prep.	Admin Team, Math Department Ongoing	Improved scores on the CST and CAHSEE Math Tests	Teacher Salaries/ Materials and supplies for more sections Cost: \$200,000	Site Title 1 QEIA
11. Continue to implement <i>Learning Upgrade</i> for sheltered and some 10 th Algebra classes and math 1.	Admin Team, ELD Math Coordinator Ongoing – EL math coordinator is keeping data	Improved scores on the CST and CAHSEE Math Tests	Program and laptops with cart to implement within the classrooms Cost: \$80,000	QEIA Site Title 1

Strategic Action Plan to Reach Goals I A-F	Implementers & Timeline	Progress Evidence & Evaluation of Goal	Proposed Expenditures & Estimated Costs	Funding Source
12. Continue the use of <i>Study Island</i> as an individualized, web-based CAHSEE prep program that students can access from any computer with internet.	Admin Team, Math and English Department Chairs Monitor by pre-identifying students entering 10 th grade - provide access to the program and look at building in time with the English or Math class to access. Check progress mid-year and pass rate in May 2012.	Improved scores on the CST and CAHSEE Math and ELA Tests	Licenses of program Cost: \$5,000	Site Title 1 QEIA
13. Continue to use CAHSEE and CST released questions in 10 th grade English classes with test taking strategies.	Tenth grade English Team Lead	Improved scores on the CAHSEE ELA Test	Duplicating costs Cost: \$500	Site Title 1 CAHSEE Budget QEIA
14. Continue to offer additional test prep for CAHSEE in the form of after school tutorials, Faculty for CAHSEE support classes, substitutes for CAHSEE testing days, and supplemental materials and supplies to support test prep	Tenth grade Team teachers, Admin team, Eleventh/ Twelfth grade teachers whose students who have not passed the CAHSEE Spring 2012	CAHSEE pass rate numbers of first time takers and of seniors/ juniors – graduation rate	Faculty Salaries, materials and supplies for test prep, Substitute pay, after-school tutorial teacher pay Cost: \$100,000	CAHSEE budget QEIA Site Title 1
15. Continue to find creative ways to encourage students to take CST tests seriously and try their best.	Committee meetings on attendance, incentives, etc Spring 2012	Improved scores on the CST and CAHSEE	To include movie tickets, possible assembly, other rewards, TBD by committee Cost: \$500	QEIA Site Title 1

Strategic Action Plan to Reach Goals I A-F	Implementers & Timeline	Progress Evidence & Evaluation of Goal	Proposed Expenditures & Estimated Costs	Funding Source
16. Continue with “Why Try?” booklets and CST goal campaign.	Admin Team Spring 2011	Improved scores on the CST and CAHSEE	Why Try Booklet creation Cost:\$700	District Funds QEIA Site Title 1
17. Continue to implement EDGE curriculum in EL classes.	ELD Team All year -Monitor through use of EL formative assessments, collaboration debrief, and CST data.	Improvement on EL formative assessments and CST	Edge Consumable Workbooks and supplement materials and supplies Cost: \$15,000	EIA Funds QEIA Site Title 1
18. Continue to implement supplemental materials for academic classes	Admin Team, Core Department Chairs All year – monitor through PLC collaboration reflections and CST data.	Improved scores on the CST and CAHSEE, team made formative assessments, NWEA assessment	Supplemental Materials, supplies including but not limited to consumable workbooks, duplicating costs, mini-labs for classroom use Cost: \$100,000	Site Title 1 QEIA District Funds Title 1 ARRA
19. Provide Teachers/ Teams with A,B,C rates after each grading period. Teams can then discuss strategies for improving passage rates.	Admin Team, Department Chairs and Team leads 8 times a year – monitor with collaboration reflections.	Improved A,B, C rate	Pull-out days/ curriculum writing time as needed for teams to work together to create and implement strategies Cost: \$80,000	District Title 1 PD set-aside Title 1 QEIA
20. Continue to implement S.O.S. strategy of identifying students on the edge of passing and meeting with them to create goals, complete or turn-in missing assignments, and take missed tests/ quizzes.	Teachers, Admin Team All year particularly targeting end of grading times – monitor through A,B,C rates.	Improved A,B,C rates	Pull-out days/ curriculum writing time as needed for teams to work together to create and implement strategies Cost: \$80,000	District Title 1 PD set-aside Title 1 QEIA

Strategic Action Plan to Reach Goals I A-F	Implementers & Timeline	Progress Evidence & Evaluation of Goal	Proposed Expenditures & Estimated Costs	Funding Source
21. Provide Tutorials sessions after school (ex. GAP, Biomedical after school Tutorial) to target students that are failing or not understanding materials.	Admin Team, Participating Teachers, Math Coordinator All year – monitor by checking to see if those who attended tutorial actually improved their pass rates.	Improved A,B, C rate, graduation rate, improved CST, CAHSEE scores, API, improved student connectedness	Teacher/ Tutor pay for after school tutorials Cost:\$80,000	ASSETs CAHSEE Budget Site Title 1 QEIA
22. Provide after school enrichment activities and Extended Day tutoring for students who need additional support or a safe place to be in the afternoons.	Admin Team ASSETs Coordinator Ongoing	Improved A,B, C rate, graduation rates, improved connectivity to school	Teacher pay, Consultant agreements, tutor pay, TA pay Cost:\$200,000	ASSETs QEIA District Funding Site Title 1
23. Fund up to eight sections of Credit Retrieval Program/ Learning Center	Admin Team, Teachers of Credit Retrieval/ Learning Center June 2012 graduation rates	Improved A,B, C rate, graduation rates, improved connectivity to school	Salaries for teachers of Credit Retrieval and Learning Center and Ed 20/20 licenses Cost: \$200,000	QEIA District Funding Site Title 1 ASSETs
24. Fund Staff and Activities for Summer School including counselors for the first two days of each session and psychologist for the first two days of session 1. Also continue to fund Brave Adventure freshman introduction classes.	Admin Team, Title 1 and EL Coordinators, Counseling Team, Psychologist Ongoing	Improved A,B, C rate, graduation rates, improved connectivity to school, improved CST and CAHSEE scores Improved accuracy of summer school placements	Summer School Teacher Salaries, Counselor and Psychologist salaries, BLCC and TA salaries, materials, supplies, field trips, busing Cost: \$250,000	Site Title 1 Title 1 ARRA QEIA District Funding

<p>Strategic Action Plan to Reach Goals I A-F</p>	<p>Implementers & Timeline</p>	<p>Progress Evidence & Evaluation of Goal</p>	<p>Proposed Expenditures & Estimated Costs</p>	<p>Funding Source</p>
<p>25. Fund a Special Education Advocate Teacher to work 30 hours in summer to help schedule 50 incoming freshman and check transcripts of the additional 120 SAI students to ensure proper implementation of IEP's. Also fund 30 hours to split between the counseling team to plan and prepare an excel spreadsheet for incoming freshmen schedules</p>	<p>Admin Team, SAI Team To be monitored at the end of the semesters</p>	<p>Proper implementation of the IEP Evidence that this is done well is no sanctions from CPM</p>	<p>Pay for 60 hours at the curriculum writing rate Cost:\$ 1500</p>	<p>QEIA</p>
<p>26. Provide Tutorial classes built into the school day for pre-identified students that have previously failed classes due to lack of work completion or attendance – targeting particularly 11th and 12th grade students.</p>	<p>Admin Team, Tutorial Teachers, Counselors All year – need to develop a comprehensive monitoring and identification system for this program by Fall 2011.</p>	<p>Improved A,B, C rate, graduation rates, improved connectivity to school, improved CST and CAHSEE scores</p>	<p>Tutorial Teachers salaries Cost: \$185,000</p>	<p>QEIA</p>
<p>27. Fund tutors/ TA's to help run the tutorial classes as AVID model classes and help in Sheltered math classes, Computer Labs, and Science Labs</p>	<p>Admin Team, Tutorial Teachers Ongoing</p>	<p>Improved A,B, C rate, graduation rates, improved connectivity to school, improved CST and CAHSEE scores</p>	<p>Tutorial and TA salaries Cost:\$60,000</p>	<p>QEIA Site Title 1</p>

<p>Strategic Action Plan to Reach Goals I A-F</p>	<p>Implementers & Timeline</p>	<p>Progress Evidence & Evaluation of Goal</p>	<p>Proposed Expenditures & Estimated Costs</p>	<p>Funding Source</p>
<p>28. Continue to refer students as needed to the Drop-out Prevention Program, Counseling Department, and Family Resource Center to identify on an individual basis impediments to student success.</p>	<p>Teachers, Admin Team, Counselors, Classified Personnel Ongoing – monitor at weekly Case Management meetings.</p>	<p>Improved A,B, C rate, improved connectivity to school, improved CST and CAHSEE scores</p>	<p>SDYS Contract, Counselor Salary (up to 2 Counselor Salaries), AP Salary, Classified Support Staff Salaries, and School Wide Behavior Plan Incentives and Communication Cost: \$510,000</p>	<p>QEIA Site Title 1 District Funds Supplemental School Counseling Program</p>
<p>29. Find a Data Consultant who could have access to the district data systems and help the Navigation Team and other leaders on campus access and create reports of internal data for driving instruction</p>	<p>Admin Team, Teachers Ongoing</p>	<p>Improved A,B, C rate, improved CST and CAHSEE scores, improved parent communication</p>	<p>AIM module and district data support Data Consultant Cost: \$100,000</p>	<p>QEIA</p>
<p>30. Continue to use mygradebook.com, or similar on-line grading program that students and parents can access from any computer with internet so they can be aware and active with grades.</p>	<p>Teachers using the program Re-assess in Spring to see if students and parents found the access to grades on-line helpful to monitoring progress</p>	<p>Improved communication with parents, improved A,B, C rates, improved graduation rates</p>	<p>Mygradebook.com licenses Cost: \$4,000</p>	<p>Title 1</p>
<p>31. Continue to implement IGP process in which Counselors meet with every student to complete programming and an Individualized Graduation Plan and Post-Secondary Plan.</p>	<p>Admin Team, Counseling Team Spring 2012</p>	<p>Improved communication with parents, improved A,B, C rates, improved graduation rates</p>	<p>Counselor Salary, Bilingual GIS Salary Cost: \$150,000</p>	<p>Site Title 1 QEIA EIA</p>

Strategic Action Plan to Reach Goals I A-F	Implementers & Timeline	Progress Evidence & Evaluation of Goal	Proposed Expenditures & Estimated Costs	Funding Source
32. Provide Counseling Nights, Coffee Talks and other individual meetings with parents to educate them on the A-G and other graduation requirements.	Counseling Team, Admin Team, FRC Quarterly – monitor by creating a system to connect the parents that attend with their students and if their students are passing and graduating by spring 2012.	Improved communication with parents, improved A,B, C rates, improved graduation rates, Improved A-G completion rates	Catering for parents attending, Additional Hours for counselors (including summer), materials and supplies to hand out to parents Cost: \$15,000	Site Title 1 District Title 1 Parent Involvement Site Title 1 QEIA
33. Fund Parent Involvement and Student Connectivity Events such as Link Crew events, Frosh Night, Open House, and “fun” parent student connectivity events like Science Night to highlight the school community.	Admin Team, Coordinators, Teachers involved with connectivity activities Ongoing	Improved A,B, C rate, graduation rates, improved connectivity to school	Catering, Materials and supplies, T-shirts (Link Crew), Coordinator Salaries Cost: \$10,000	Site Title 1 QEIA District funding District Title 1 Parent Involvement
34. Fund Technology support and equipment for computer labs/ portable labs to improve student literacy and technology skills.	Admin Team, Title 1 and Grant Coordinator Ongoing – see evaluations of those particular programs (Achieve 3000, Learning Upgrade, etc.)	Improved A,B, C rate, graduation rates, improved connectivity to school, improved CST and CAHSEE scores, A-G completion rate, AP pass class rate	Computer Lab Facilitator, materials and supplies for labs, mini-labs for classes, other equipment and repair for equipment. Cost: \$200,000	Site Title 1 QEIA Title 1 ARRA
35. Recruit students for AP classes by having the counseling department go into every 9-11 English or history class to inform students about the classes available and to prepare them for their IGP meeting.	Counseling Department, AP teachers Spring 2012	Improved AP class enrollment and passage rate	Counseling Team time and effort, duplicating costs Cost: \$200	QEIA Site Title 1 District Funds

Strategic Action Plan to Reach Goals I A-F	Implementers & Timeline	Progress Evidence & Evaluation of Goal	Proposed Expenditures & Estimated Costs	Funding Source
36. Continue to have teachers of AP classes use AP materials to teach students the skills necessary to pass the AP exams.	AP Teachers On-going in collaboration and summer planning.	Improved AP class enrollment and passage rate	Curriculum Writing Time/ Pull-out days subs Overall Cost:\$80,000	District Title 1 Professional Development Set Asides, Title 1, QEIA
37. Continue to send teachers to AP by the Sea conference or AVID Summer Institute to give them ideas and educate them on the latest teaching techniques.	AP Teachers Summer 2011	Improved AP class enrollment and passage rate/ Improved AVID class enrollment and passage rate	Conference Cost:\$25,000	Gate Budget District Title 1 PD Set Aside
38. Coordinated efforts between FRC, Counselors, Attendance and Administration to tighten the support net and communicate services.	Admin Team, Counseling Team, FRC Team Ongoing	Improved Attendance rate, A, B, C rate, graduation rate, student connectivity, and parent communication	SDYS contract, Parent Mentors, Classified Staff Support Cost: \$300,000	TUPE, MAA, QEIA, Site Title 1
39. Weekly meetings with AP Attendance, DPS, Attendance Clerk to update “most-wanted list”; Schedule checks on students coming to school period 1 and period 2 late ; Schedule checks on any student out during any period without a pass or TA lanyard ; Focused period 4 sweeps as needed to prevent students from leaving campus before their period 4 class; Reminder slips and E-mails out to teachers at the end of the day who did not take attendance. Regular updates given to staff.	Admin Team, Counseling Team, FRC Team Ongoing Monthly Teacher meetings report out, regular update e-mails	Improved Attendance rate, A, B, C rate, graduation rate, student connectivity, and parent communication	Attendance Clerk Salary, Campus Supervisor Cost:\$70,000	QEIA Site Title 1

Strategic Action Plan to Reach Goals I A-F	Implementers & Timeline	Progress Evidence & Evaluation of Goal	Proposed Expenditures & Estimated Costs	Funding Source
<p>40. Positive Attendance Incentives: Daily winners announced over our PA system “Be in it to Win it”, random winners win movie tickets just for being in class Monthly drawings for 100 % attendance Broadcast two winners monthly on Brave TV for “Making it Happen” Quarterly luncheon for 100% attendance winners at the Wig Wam Attendance Display on quad to track school –wide monthly attendance <i>Classroom competitions for best period attendance – need to work on data system</i></p>	<p>Admin Team, Counseling Team Ongoing</p>	<p>Improved Attendance rate, A, B, C rate, graduation rate, student connectivity, and parent communication</p>	<p>Student luncheons, Movie ticket incentives, other incentives Cost:\$20,000</p>	<p>QEIA</p>

Strategic Action Plan to Reach Goals I A-F and II	Implementers & Timeline	Progress Evidence & Evaluation of Goal	Proposed Expenditures & Estimated Costs	Funding Source
41. Design and implement effective and engaging curriculum	Admin Team, Department Teams Ongoing, Weekly Collaboration meetings	Improved Attendance rate, A, B, C rate, graduation rate, student connectivity, A-G completion rate, CST, CAHSEE scores, and API Formal/ Informal Admin classroom observations	FTEs for Support Programs/Interventions Curriculum Writing Substitutes for Pull-out days Travel & Registration Consultant Contracts Materials & Supplies Cost: \$500,000	District Support Site FTEs Site Title I District Title 1, QEIA, EIA CAHSEE, ASSETs, Supplemental Instruction
42. Create standards- based common, formative assessments	Department Teams, Admin Team ongoing, min. two per quarter – results shared with PLC teams	Improved Attendance rate, A, B, C rate, graduation rate, student connectivity, A-G completion rate, CST, CAHSEE scores, and API	Curriculum Writing Time, Pull-out day Substitutes, Consultant Agreements, books, PD materials and supplies Cost: \$200,000	Title 1 ARRA Site Title 1 District Title 1 PD Set-asides QEIA
43. Analyze results of standards-based formative assessments to: identify students with skill deficiencies; measure student progress in achieving competencies; inform development and delivery of curriculum	PLC teams Ongoing – quarterly Annual Testing/School Data reported out to staff via Monthly Teacher Meetings and Back-to-School PD	Improved passage rate on formative assessments, student learning, attendance rate, A, B, C rate, graduation rate, student connectivity, A-G completion rate, CST, CAHSEE scores, and API	Curriculum Writing Time, Pull-out day Substitutes, Consultant Agreements, books, PD materials and supplies Cost: \$100,000	Site Title 1 District Title 1 PD Set-asides QEIA

Strategic Action Plan to Reach Goals I A-F and II	Implementers & Timeline	Progress Evidence & Evaluation of Goal	Proposed Expenditures & Estimated Costs	Funding Source
44. Develop common expectations in grading policies	PLC Teams ongoing	Improved passage rate on formative assessments, student learning, attendance rate, A, B, C rate, graduation rate, student connectivity, A-G completion rate, CST, CAHSEE scores, and API	Curriculum Writing Time, Pull-out day Substitutes, Consultant Agreements, books, PD materials and supplies Cost: \$100,000	Site Title 1 District Title 1 PD Set-asides QEIA
45. Continue to offer and implement research-based Professional Development strategies during monthly prep period meetings.	Literacy Coordinator, Title 1 and Grants Coordinator, Literacy Action Team, Admin Team Monthly throughout the school year – monitor with teacher feedback, reflection, and CST data.	Improved passage rate on formative assessments, student learning, attendance rate, A, B, C rate, graduation rate, student connectivity, A-G completion rate, CST, CAHSEE scores, and API	Literacy Coordinator, Title 1 and Grants Coordinator, PD materials, supplies, and books Cost:\$120,000	Site Title 1 District Title 1 PD Set-asides QEIA
46. Develop and implement a school-wide assessment and monitoring system to monitor progress on SPSA Goals and to determine the effectiveness of school programs.	Admin Team, Department Teams, DS LT Quarterly progress reports on goals due to Admin from PLC teams Ongoing	Improved student learning, attendance rate, A, B, C rate, graduation rate, student connectivity, A-G completion rate, CST, CAHSEE scores, and API, SMART goals in every team	Curriculum Writing Substitutes for pull-out days Materials and Supplies NWEA MAP Test Consultant Agreement for data Cost: \$200,000	District Funds, Title I QEIA

Strategic Action Plan to Reach Goals I A-F and II	Implementers & Timeline	Progress Evidence & Evaluation of Goal	Proposed Expenditures & Estimated Costs	Funding Source
<p>47. Design and Implement Professional Development and Learning Plan focused on:</p> <ul style="list-style-type: none"> ▪ The PLC leads and Dept. Chairs will receive training on a regular basis to lead the work of the PLC teams ▪ Training on how to write and use common formative benchmark assessments to inform instruction ▪ Training and implementation on effective and engaging instructional strategies with a system to monitor implementation and effectiveness ▪ Content Area Literacy Strategies 	<p>Admin Team, Coordinators – EL, EL Math, Math, Literacy, Title 1, SE Math Coach, Department Teams, Literacy Action Team</p> <p>Implementation ongoing</p>	<p>Improved student learning, attendance rate, A, B, C rate, graduation rate, student connectivity, A-G completion rate, CST, CAHSEE scores, and API</p> <p>Improved Professional Practices, increase use of formative assessments, increase use of common literacy strategies</p>	<p>FTEs for Coordinators, Curriculum Writing, Substitutes Travel & Registration Consultant Contracts Books, Materials & Supplies, Subscriptions and Memberships to Professional Organizations, catering</p> <p>Cost: \$300,000</p>	<p>District Support Site FTEs Title I/ARRA, QEIA, ASSETs</p>
<p>48. Continue to implement and refine a Comprehensive Integrated System of Supports for Students and Families to sustain our goal of improved student achievement.</p>	<p>Admin Team Guidance Team Program Coordinators PLC Teams FRC & Case Management Team</p> <p>Ongoing</p>	<p>Improved student learning, attendance rate, A, B, C rate, graduation rate, student connectivity, A-G completion rate, CST, CAHSEE scores, and API, parent communication</p>	<p>FTEs Support Staff and classes, programs Consultant Contracts, Materials & Supplies Software & Equipment</p> <p>Cost:\$300,000</p>	<p>District Support Site FTEs MAA, TUPE, ASSETs, QEIA, Title 1, CAHSEE</p>

Strategic Action Plan to Reach Goals I A-F and II	Implementers & Timeline	Progress Evidence & Evaluation of Goal	Proposed Expenditures & Estimated Costs	Funding Source
<p>49. Design and implement a Parent Involvement Plan to assist in our goal of improved student achievement :</p> <ul style="list-style-type: none"> ▪ Possibly offer Parent Institute for Quality Education to educate parents about the school system ▪ Offer seminars to parents on standardized testing, postsecondary options and preparation, and other issues of concern such as safety, gang awareness, and personal finance. ▪ Continue to offer the parent-to-parent model of parent outreach by training lead parents to educate other parents in small groups on issues mentioned in #2. ▪ Improve communication to parents through regular school newsletters, phone dialers, and updates mailed home, updates on website, and through the parent email list. 	<p>Administration Title I & Grants Coordinator FRC Coordinator, Guidance Team AVID Team</p> <p>Quarterly Monitoring</p> <p>Ongoing</p>	<p>Improved student learning, attendance rate, A, B, C rate, graduation rate, student connectivity, A-G completion rate, CST, CAHSEE scores, and API, Parent Communication</p>	<p>FRC Consultant Contracts Hourly Parent Mentors, Travel & Registration, Materials & Supplies, PIQE Contract, Hourly Translations and Interpretations, Equipment for interpretation, Mailings, materials and supplies, Catering</p> <p>Cost: \$250,000</p>	<p>District Support Site FTEs EIA, MAA, TUPE, ASSETs, QEIA, Title I</p>

Strategic Action Plan to Reach Goals I A-F and II	Implementers & Timeline	Progress Evidence & Evaluation of Goal	Proposed Expenditures & Estimated Costs	Funding Source
50. Recruit Volunteers to include parents and community members in the school community	Title 1 and Grants Coordinator, Classified Support, FRC Coordinator Ongoing	Improved A, B, C rate, graduation rate, student connectivity, A-G completion rate, CST, CAHSEE scores, and API, parent communication and community marketing	Fingerprinting for volunteers Cost: \$1,000	Title 1
51. Continue to address the issue of student connectivity and expand the before and after school programs via the ASSETs Grant to promote student connectivity and improve student achievement.	Admin Team, Title I & Grants Coordinator, ASSETs Coordinator, Guidance and FRC Teams Ongoing	Improved student learning, attendance rate, A, B, C rate, graduation rate, student connectivity, A-G completion rate, CST, CAHSEE scores, and API	FTEs Coordinator Hourly Instructor Rate Student and Staff Travel & Registration Consultant Contracts Materials & Supplies, catering for required snacks, parent meetings Cost: \$200,000	ASSETs QEIA Title I/ARRA CAHSEE
52. Explore building relationships with the International Rescue Committee and YALLA to improve refugee student involvement and connection to school and the community	Grants Coordinator, Admin Team Ongoing	Improved student learning, attendance rate, A, B, C rate, graduation rate, student connectivity, A-G completion rate, CST, CAHSEE scores, and API	Hourly Instructor Rate, Materials & Supplies, catering for required snacks, parent meetings Cost: \$5,000	ASSETs QEIA Title I

Strategic Action Plan to Reach Goals I A-F and II	Implementers & Timeline	Progress Evidence & Evaluation of Goal	Proposed Expenditures & Estimated Costs	Funding Source
<p>53. Expand and refine our CTE programs through the development of Career Pathways and we will design and implement 4 year post-secondary preparation plan with an awareness and development activity at each grade level. This includes the Individual Graduation Plans (I.G.P) and the Post-Secondary Plan) P.S.P.</p>	<p>Administration CTE Coordinator CTE PLC Team ASSETs Coordinator Guidance Team PLC Teams Gate Coordinator AVID Coordinator</p> <p>Ongoing</p>	<p>Improved student learning, attendance rate, A, B, C rate, graduation rate, student connectivity, A-G completion rate, CST, CAHSEE scores, and API</p>	<p>FTEs CTE Coordinator & CTE classes Curriculum Writing Substitutes Travel & Registration Transportation PSAT testing fees Materials & Supplies Catering</p> <p>Cost: \$100,000</p>	<p>Site Funding District Support ASSETs AVID Title I/ARRA QEIA</p>
<p>54. Develop and implement a comprehensive school marketing plan to effectively communicate with our community the positive things that are happening at El Cajon Valley High School to include maintaining a viable ECHVS web page to communicate with our school community.</p>	<p>Administration Navigation Team FRC, Parent Mentors Superintendent's Newsletters, Site Newsletters</p> <p>ongoing</p>	<p>Improved student learning, attendance rate, student connectivity, and parent involvement</p>	<p>Consultant Agreement Curriculum Writing Promotional Materials and Supplies, catering, mailings, translations</p> <p>Cost: \$10,000</p>	<p>Site Funding District Support ASSETs Title I/ARRA, QEIA</p>
<p>55. Implement instructional practice and supplemental programs recommended by the Tech Committee, Literacy Action Team, Navigation Team, or Parent Involvement Team</p>	<p>Literacy Action Team Tech Committee Parent Involvement Team Title 1 and Grants Coordinator</p>	<p>Improved student learning, attendance rate, A, B, C rate, graduation rate, student connectivity, A-G completion rate, CST, CAHSEE scores, and API</p>	<p>Supplemental Materials and Supplies, Infrastructure to support growing technological curriculum on campus</p> <p>Cost: \$100,000</p>	<p>QEIA Title 1 ARRA Site Title 1</p>

Strategic Action Plan to Reach Goals I A-F and II	Implementers & Timeline	Progress Evidence & Evaluation of Goal	Proposed Expenditures & Estimated Costs	Funding Source
56. Fund Coordinators to: ensure proper placement of EL students, coordinate EL Parent Activities, provide support with effective EL teaching strategies, ensure compliance with state and federal laws, coordinate use of categorical funds to ensure compliance, assist in effective technology use, develop the Career Pathways, assist in the development of BioTech Pathway, produce training and curricular materials for algebra and geometry classes, and to coordinate afterschool programs.	Admin Team, Coordinators Ongoing	Improved A,B, C rate, graduation rates, improved connectivity to school, improved CST and CAHSEE scores	Salaries for Title 1 and Grants Coordinator, EL Coordinator, EL Math Coordinator, CTE Coordinator, BioTech Coordinator, Tech Coordinator, Math Coordinator, and ASSETs Coordinator. Cost: \$200,000	QEIA Site Title 1 EIA Site Funding District Funding

Budgets 11-12

District Revenue Sources: In addition to general state funding, El Cajon Valley receives state and federal funding for the following categorical funds and other support programs. Please refer to the budget section for full details.

Form C: Categorical Programs Included in this Plan

Categorical Programs - Description 2011-12	
<i>updated November 2011</i>	
Federal Programs	
<i>*ASSETS – 21st CCLC After School Safety and Enrichment for Teens. Funds after school enrichment programs for students and parent education activities. Assist students to meet state and local academic achievement standards in core academic subjects and/or pass the CAHSEE. Key areas: Academic Support and Enrichment, College/Career Awareness, Physical Activities, Parent Literacy.</i>	\$250,000.00
*Carryover ASSETS 10-11	TBD
<i>*TITLE I: SCHOOL WIDE PROGRAM - Upgrade the entire educational program of the school. The purpose of Title I funding is to “ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state assessments.”</i>	\$584,859.00
*Title I carryover 10-11	TBD
<i>*Title I Professional Development - for Professional Development to improve student achievement on standardized tests</i>	\$134,564.00
<i>*District Title I Parent Involvement Set-aside 2009-10 - for parent involvement activities</i>	\$13,456.00
Total Federal Funding	\$982,879.00
State Programs	
Arts & Music - funds used for supplemental materials and supplies	TBD
<i>AVID - Designed to increase school-wide learning and performance and to ensure that all students, most especially the least served students in the middle, are capable of completing a college path. Funds AVID T.A.s, activities to promote AVID</i>	\$24,577.00
<i>CAHSEE - Funding supports intensive instruction and services for eligible students who are required to pass the California High School Exit Examination (CAHSEE) and have failed one or both parts of the examination. Intensive instruction and services may include, but are not limited to, all of the following: individual or small group instruction; the hiring of additional teachers; purchasing, scoring, and reviewing diagnostic assessments; counseling; designing instruction to meet specific needs of eligible pupils; and appropriate teacher training to meet the needs of eligible pupils.</i>	\$38,044.00

*ECONOMIC IMPACT AID/ENGLISH LEARNER PROGRAM - <i>“Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds, kindergarten through grade twelve, to support (1) additional programs and services for English learners (ELs) and (2) compensatory education services for educationally disadvantaged students, as determined by the LEA applicant. A school shall use EIA funds to support programs and activities designed to assist English learners achieve proficiency in the English language and to support programs and activities designed to improve the academic achievement of educationally and economically disadvantaged pupils. EIA-LEP is for ELs only (Used to fund El Coordination, Instructional Aides, Materials/Supplies, postage, parent meetings and Professional Development for English Learners)</i>	\$54,407.00
*ECONOMIC IMPACT AID/ENGLISH LEARNER PROGRAM -carryover 10-11	TBD
*ECONOMIC IMPACT AID/SCE – EIA-SCE <i>Helps educationally disadvantaged students succeed in regular program (Used to fund Instructional Aides for English Learners)</i>	\$41,866.00
*ECONOMIC IMPACT AID/SCE – EIA-SCE carryover 10-11	TBD
*GATE - <i>Provides funding for local educational agencies (LEAs) to develop unique education opportunities for high-achieving and underachieving pupils in California public elementary and secondary schools who have been identified as gifted and talented. Used for conferences, books, field trips ,admissions, materials, and supplies</i>	\$3,710
HOURLY PROGRAMS – <i>funds academic support classes and tutorials in before and after school programs</i>	TBD
Instructional Materials – <i>funds must be spent on locally adopted standards-aligned instructional materials and in-service training related to use of instructional materials.</i>	\$49,337.00
MAA - <i>Funds generated through the MediCal Billing and enrollment process. Used to fund Case Managers in Family Resource Center.</i>	\$12,507.00
*QEIA – <i>Quality Education Investment Act Grant – used to support ECVHS’ QEIA Alternative Plan, Pyramids of Intervention (Rtl)</i>	\$2,258,585.00
*QEIA carryover from 10-11	\$940,441.00
SAFE SCHOOLS - <i>Used to fund safety supplies and communication</i>	\$6,500
SLIBG - Library Materials	TBD
*TUPE - <i>Tobacco Use/ Prevention Education Grant (.15 FTE to TUPE Coordinator for 3 years. Remainder materials, supplies, registrations to support program.</i>	\$12,000.00
Total State Funding	\$3,441,974.00
* programs requiring School Site Council Approval	

El Cajon Valley Budgeted for Centralized Services as of 11/3/11

School - Level Description of Title I Funds

Allocation	Description
\$82,720	A. Program Management (including Benefits and Health & Welfare)
\$6,092	B. Supplies, Equipment, Travel, Misc.
	C. Allocation RESERVE
\$73,647	D. Indirect Cost (5.43% of Total Entitlement)
<hr/>	
\$ 162,459	Centralized Services
\$9,341	E. Homeless Liaison
\$6,065	F. Sr. Info. Analyst
<hr/>	
\$15,406	Direct Services
\$13,456	G. 1% District Parent Involvement
\$268,653	H. 20% SES & CHOICE transportation
<hr/>	
\$ 282,109	NCLB set asides
<hr/>	
=====	
\$ 459,974	Total services & set asides

EL CAJON VALLEY		
School - Level Description of EIA Funds		
Centralized Services		
FY2009.2010 (revised 5/14/10)		
Description	832/LEP	833/SCE
Program Management (including Statutory Benefits and Health & Welfare)	25,898	8,648
Supplies, Equipment, Travel, Misc.	2,286	166
Indirect Cost (3% of Total Entitlement)	8,541	3,167
Centralized Services	36,725	11,981
EL Director	9,142	5,734
Clerical	4,286	419
District Interpreters	18,273	
Info Analyst		1,950
District monitoring		16,440
Prof Dev - subs	3,479	
Summer school teachers	20,483	
certificated-hourly	4,506	
Classified-translators-hourly	2,022	
classified-CELDT testing	5,253	
other books	10,388	
mat'l & supplies	970	639
Software Achievement		3,230
Travel, CAFE & misc	1,913	
Professional svcs.	7,616	7,633
Newcomer's Center	927	388
Direct Services	89,258	36,433
Total Centralized & Direct Services	125,983	48,414

ASSETS

Allocation	\$250,000
Total	\$250,000.00
Certificated	
.333 FTE for Coordinator	\$30,000.00
Hours for Coordinator Summer	\$2,500.00
Hourly instructors certificated - school year (est. 13 k/mo)	\$95,632.98
Hours for Coordinator after school 2.5 hrs weekly (est. 7K total included above)	
Hourly instructors certificated Enrichment - summer 09	\$8,600.00
Hourly instructors certificated Enrichment - summer 10 - 3 days	\$500.00
Classified	
Campus Supervisor .4 FTE	\$20,000.00
Hourly instructors classified - school year (est. 2K /m)	\$20,000.00
TA's school year (est. \$400/mo)	\$4,000.00
Hourly campus supervisors (est. \$500/mo) school year	\$5,000.00
Hourly campus supervisors (est. \$500/mo) summer	\$1,500.00
Hourly curriculum writing	\$0.00
Materials, Supplies	
Software	
Ongoing class costs (spent to date)	\$12,000.00
Duplicating for class materials	\$1,000.00
Daily Student Snacks	\$9,000.00
Snacks/supplies for Parent Activities	\$500.00
Incentives for attendance	\$1,000.00
Equipment	
budgeted total	\$5,000.00
Substitutes	
	\$500.00
Registration / Travel/Conferences for Technical Assistance	
	\$2,000.00
Maintenance Contract	
Fall Newsletter	
Prof. Services	
Consultant Agreements Outside Agencies	
Budgeted amount for Consultants	\$10,000.00
Celebrations of Student Successes	\$1,000.00
Indirect Costs 5.16%	\$12,267.02
Total Planned	
	\$242,000.00
Remaining	
	\$8,000.00

EIA

2011-2012 allocation ... \$460,000 total					
		EIA LEP	# students	EIA SCE	Total Site
	# LEPs	allocation	in need (EDY)	allocation	allocation
EI Cajon Valley	1133	\$54,407	2115	\$41,866	\$96,273
2011-12 Allocation	\$96,273				
LEP per pupil amt:	\$48.02				
Per Pupil SCE alloc:	\$19.80				
2011-2012 Proposed FTE Support					
0-5 Years in US Schools					
	Number of ELs Scoring 1, 2 or 3 on CELDT	Proposed 28:1	Coordinator Monitoring	Total FTEs	Estimated Cost of FTEs
EI Cajon Valley	537	3.1	0.667	3.767	\$335,263
<i>El Cajon Valley will be provided with a .667 FTE "Coordinator Monitoring" to release the coordinator(s) for two periods.</i>					

QEIA ECVHS 11-12	2,258,585.00
carryover 2011	940,441.55
Total QEIA	3,199,026.55
Priority #1 is staffing	
Certificated Staff	2,085,367.00
Benefits	29,168.86
1 AP	
2 Counselors	
25 Teachers (FTE totals)	
2011 Summer School including BA	47,880.00
Summer hourly	15,000.00
Substitutes -ISS Behavioral Support	10,000.00
Classified Staff	422,525.00
Office Assistant Grants	
Office Assistant FRC	
Attendance Clerk	
Campus Supervisor (.6)	
5.5 Bilingual/Cross-cultural Instructional Aides	
.5 FTE Bilingual Academic Advisor	
SDYS contract	178,493.00
SDYS - July 2011	12,940.17
College tutors	100,000.00
Priority # 2 PD, Support Materials, Supplies and Activities	
Summer Curriculum Writing	35,983.84
Supplementary Materials and Supplies	
Link Crew T-shirts	429.52
World History Workbooks	2,477.00
Composition Books - Algebra and Social Science	7,049.00
SE Vocabulary Builder Books	686.00
Chemistry Supplementary Materials	482.00
AVID - Tripod/Whiteboards	379.00
Pocket Chart - word walls	607.00
Laptop whiteboards	310.00
Powerstrips	124.00
Mythology supplemental materials	126.15
Duplication costs for supplemental programs	
Incentives for students	
Movie Tickets -"Be in it to win it" Attendance Incentives	
22 \$25 Kohls Gift cards	

SPSA 11-12 November Version

STAR CST buttons	250.00
Software	
ED 20/20 2012-13	14,088.00
Mygradebook.com	1,847.50
Achieve3000.com	6,240.00
KUTA Software	957.00
Non Cap Equipment	
Expense transfer from ARRA for Netbooks	22,516.26
Arubas for mini-labs	25,608.00
Transportation	
Transportation BA Olympic Training Center x2 & Joan Kroc x3	1,114.00
Staff Development (Registration/Travel)	
Student Registrations	
Boomerang Project - Link Crew	320.00
College Field Trips	
Print Shop	
Bullying Prevention Pamphlet	202.00
Professional Services	
Catering	
Perfect Attendance Luncheons	
PD meetings when required during meal time	
Team Lead meeting/ New teacher lunch	425.59
PSAT for Sophomores	5,247.00
Aztec Adventures Ropes Course - Brave Adventure	5,000.00
Subtotal	3,033,842.89
Indirect 5.43%	165,183.66
Total	3,199,026.55
Remaining to fund potential staff cuts and SPSA action plan.	0.00

Title 1 11-12	
Title I 11-12 (carryover entitlement included)	\$ 584,859.00
Priority #1 is staffing	
FTEs Certificated Staff for Support and Intervention	\$ 65,428.00
Math Coordinator, Literacy Coordinator	
Grants Coordinator, EL Cordinator	
Summer School	\$ 15,703.00
FTEs Classified Staff for Support and Intervention	
Computer Lab Facilitator	\$ 46,671.00
Tutorials for After-school	\$ 50,000.00
Part-time Classified	
Parent Mentors	\$ 25,000.00
Priority # 2 Professional Development, Support Materials, Supplies and Activities	
Hourly translations/Interpretations	\$ 400.00
Volunteer Fingerprining	\$ 500.00
Materials, Supplies	
Reading Classes- Edge Materials	\$ 6,028.00
FRC - Locking File	\$ 25.00
Toner - Computer Labs	\$ 425.00
Interactive Notebooks	\$ 264.00
Professional Development Books	
Library Books	\$ 5,000.00
Software	
Turn-it-in.com	
Learning Upgrade	
Non-Captial Equipment	
Netsafes/ carts for ipad and netbook mini-labs	\$ 5,534.00
Locks for netbook/ ipad mini-labs	\$ 4,764.00
Mac programs for ipads	\$ 5,000.00
Mini-labs for intensive reading classes	\$ 70,842.00
Computers and Carts for Science	\$ 100,000.00
Calculators for Algebra and Algebra II	\$ 90,306.79
Print Shop	

SPSA 11-12 November Version

Professional Services	
Planners for 12-13	\$ 18,000.00
Oce Copier Maintenance	\$ 300.00
AT&T Fax for FRC	\$ 100.00
Conferences	
Catering Total	
Communications to Parents	
Total	\$ 510,290.79
Remaining	\$ 74,568.21

District Title I Set-aside 2011-12	
Parent Involvement	
	13,456.00
Hall of Braves (for the whole year) Refreshments	1,500.00
Fall Open House Parent BBQ	600.00
Spring Open House/ Frosh Orientation Parent BBQ	1,150.00
Newsletter printing/ mailing for parents	7,000.00
Senior Awards Refreshments	300.00
SSC Refreshments	1,500.00
Blanket PO for PI activities	500.00
Refreshments for Coffee Talks	641.60
Total	13,191.60
Remaining	264.40
Professional Development	
	\$134,564.00
Substitutes for Pull-out days	\$40,000.00
Math PLC Consultant	\$14,750.00
Literacy Coach (.333)	\$27,595.00
PD Books	\$2,492.95
NWEA Training	\$13,600.00
ASCD Memberships	
Subtotal	\$98,437.95
Remaining	\$36,126.05

Form D: School Site Council Membership

Names of Members 2011-12	Principal	Certificated Staff	Classified and Other Certificated Staff	Parent or Community Member	Secondary Student
Erin Richison, Principal	X				
Lori Clark, Senior Secretary			X		
Vanessa Sliwa, Counselor			X		
Matt Udvarheyli, Counselor			X		
Sophia Jacoub, ELD Teacher		X			
Matt Kershaw, Math Teacher		X			
Diann Kueny, Video Production Teacher		X			
Jessica Merschtina, SE Teacher		X			
James Mitchell, English Teacher		X			
Carma Sanchez, Math Teacher		X			
Dan Slagle, Community Member				X	
KhuLood Al Saleh, Parent				X	
Mary Lou Cope, Parent				X	
Sandra Hernandez, Parent				X	
Jessica Hernandez, Community Member				X	
Mario Gorgees, Eleventh Grader					X
Melissa Gomez, Eleventh Grader					X
Cassandra Millan, Eleventh Grader					X
Kathleen Sanchez, Eleventh Grader					X
Dylan Torrontegui, Eleventh Grader					X
Numbers of members of each category	1	6	3	5	5
Raul Sanchez, Eleventh Grader, Alternate					
Auriel Poole, Eleventh Grader, Alternate					

Form E: Recommendations and Assurances

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee


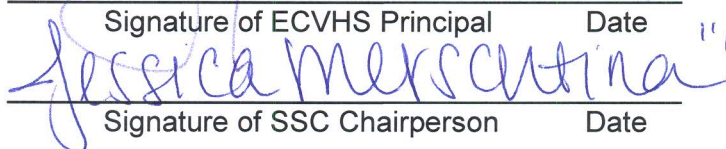
Other: (**Reports from:** Professional Development, English Department, Math Department Math Support, Social Science Department, Science Department, English Learner Program, Special Education, Career Technical Education, AVID, Ninth Grade Support, Brave Adventure, Credit Retrieval, Extended Day/Enrichment: ASSETs, Guidance Department, Family Resource Center, Drop-Out Prevention Specialist, Library Media Program, Technology Coordinator, Manager of School Facilities, Community Agencies, PTSA, Parent Mentors, Case Management Team)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: November 3, 2010 (with revisions) and voted (complete by e-mail) on November 13, 2010.

Attested:

Erin Richison
Typed name of school Principal

Jessica Merschtina
Typed name of SSC Chairperson

	11/16/11
Signature of ECVHS Principal	Date
	11/16/11
Signature of SSC Chairperson	Date

El Cajon Valley High School Parent Involvement Policy 2011-2012

Convene Annual Meeting to inform parents of the Title I students and Title I requirements and their rights to be involved in the Title I program and provide parents of Title I students with timely information about Title I program:

A review of the policy and of Title I and other support programs will be presented at the Fall Open House as well as at other parent education and outreach venues offered throughout the year.

Offer a flexible number of meetings and involve parents in an organized, ongoing and timely way in the planning, review and improvement of its Title I programs:

This will happen through the variety of parent outreach and education venues listed below. In addition, a formal review of both the policy and compact will take place annually through the School Site Council, ELAC, PTSA and other parent groups. The compact will be distributed to parents and students as part of the registration packets and start of school information packets. The policy and compact will be incorporated into the Single Plan for Student Achievement. Look at ways to have parents attend meetings during the school day or on weekends to meet their scheduling needs.

Provide parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

This will occur at the two Open Houses (fall and spring), individual appointments as requested with the guidance staff, as well as through the ongoing parent education and outreach.

Provide parents of Title I students, if requested, with opportunities for regular meetings to participate in the education of their children.

Parents may request a meeting with their student's teacher or counselor at any time. In addition, parents are encouraged to participate in a variety of leadership positions such as in School Site Council, ELAC, PTSA, CTE Advisory Boards and Booster Clubs to name a few.

Needs:

Communication:

- Expand the parent email group list
- Continue to provide home communications in Spanish and Arabic.
- Continue to create a newsletter that includes successes and information with parents on a regular basis.

- Continue to improve the Parent Section on the school web site to include all important dates (student and parent activities) as well as information on all of the support programs and how to access them.
- Schedule regular meetings with representatives from all parent groups to avoid scheduling conflicts when possible and to build a more focused approach to parent involvement on campus.
- Host fun, educational events on campus just to get parents and the community on campus to focus on the positive aspects of the school (math night, astronomy night, parent variety show).
- Implement recommendations from the site and district Parent Involvement Committees.
- Continue to fund Title 1 Coordinator to facilitate PI programs.
- Update the website to be more professional looking in order to attract potential incoming students

Parent Outreach and Education:

- Continue the parent-to-parent model of parent outreach and education with the Parent Mentors and parent information evenings - "Coffee Talks"
- Explore offering PIQE in the spring of 2012 as the attendance of the fall 2010 classes were not as well attended
- Continue to work closely with the refugee settlement agencies- IRC and YALLA- as well as the new district Welcome Center to help our newcomer families adjust.
- Implement recommendations from the site and district Parent Involvement Committees.
- Continue to fund refreshments for parents attending school events like Open house, etc.

Parent/Student/Staff Compact:

This has been updated with new input from School Site Council, PTSA, and student representatives. The compact is distributed to parents and students as part of the registration packets and start of school information packets and as a mailing at the beginning of school. The policy and compact will be incorporated into the Single Plan for Student Achievement. **See Appendix for a copy of the compact.**

El Cajon Valley High School Parent/Student/School Compact 2011-2012



PARENT: It is important to assist in the learning and success of my son/daughter in school; therefore, I will do the following:

- Ensure that my child attends school daily, on time, prepared, and ready to work and learn
- Establish a regular time and a quiet place for homework and studying
- Recognize the importance of attending Open House and other school events
- Monitor my son/daughter's progress regularly
- Update the school with current contact information
- Contact the school when needed and utilize the resources available to assist in student success (school phone # 401-4700, school website: <http://braves.guhsd.net>, parent portal: <http://portal.guhsd.net/GUHSD/parents> or staff email: first initial plus last name@guhsd.net)

Parent/Guardian Name (Please print) _____

Signature: _____ Date _____

STUDENT: It is important to do the best that I can; therefore, I will do the following:

- Attend school daily, on time, prepared and ready to work and learn
- Do my best in class and complete *all* assignments
- Attend tutorials or Night Library as needed
- Have a positive, respectful attitude toward myself, others, school and learning
- Follow the behavior and dress code at my school
- Support my school by checking out activities on campus and making an effort to get involved
- Respect the campus and keep it clean

Student's Name _____ ID # _____ Grade _____

Signature _____ Date _____

SCHOOL: The entire school staff will share the responsibility for student achievement; therefore, we will do the following:

- Provide highly trained teachers and quality curriculum to all students
- Provide an environment conducive to learning
- Frequently and accurately inform parents of their child's progress through phone calls, notices sent home, emails, parent conferences, grade reports, and annual CAHSEE and CST results sent home
- Provide support programs to students and families to address issues affecting school
- Provide opportunities for parents to volunteer, access staff, learn more about the school and adolescent issues and serve as decision makers on committees (Annual Title I Meeting, Open House, Parent Education Nights, PTSA, School Site Council, ELAC, Booster Clubs, etc.)
- Provide professional development to the staff on how to work effectively with parents as partners

Principal's Signature _____ Date _____