

The Single Plan for Student Achievement

Alhambra High School

07617390730549
CDS Code

Date of this revision: 02-17-2010

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:

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School District **Martinez Unified School District**

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The District Governing Board approved this revision of the School Plan on .

II. Vision and Mission

District Beliefs

- Higher expectations will yield higher results
- Fiscal and academic accountability for all is essential
- All students have the potential to achieve academic, social, and emotional success
- Responsiveness to change, flexibility and a positive attitude lead to success
- Continuous improvement is a priority
- Everyone is a valued member of our learning community
- Responsibility for learning is a cooperative effort between students and adults
- Diversity enriches our community

District Mission Statement

Together we will ensure diverse paths to success and a quest for knowledge

District Focus Areas For Improved Student Achievement

1. Ongoing staff development
 - best practices
 - evaluation
 - classroom management
2. Diverse pathways to learning
 - differentiated instruction
 - alternative options
3. Increase percentage of college ready graduates
4. Close the achievement gap among subgroups district-wide
5. Use of technology to support instruction

District Planning Parameters

Martinez Unified School District's Strategic Planning for Improved Student Achievement Parameters.

The District encourages that the following questions be answered for existing programs.

- Do the needs that led to the initiation of the program still exist?
- Are there other programs that could more effectively meet the identified needs?
- Have the stakeholders participated in the implementation and maintenance of the program?
- If needed, have continued professional development opportunities been afforded?

The District will not accept a new program without.

- The need for the program being defined, at least in part, by an evaluation of criterion referenced or norm-referenced student assessment results.
- Scientific research that supports the effectiveness of the proposed program.
- Stakeholder participation in the development of the proposed program.
- A clearly defined relationship to district/state content standards.
- Provisions for professional development.
- A defined formative and summative evaluation process.

III. School Profile (Optional)

Alhambra High School, established in 1897 and located in the heart of the City of Martinez, is the only comprehensive high school in the community. Martinez has a "small-town culture" within a larger suburban setting and has a population of 38,000. In addition to Alhambra, Martinez Unified School District, with an ADA of approximately 4000, provides learning experiences at four elementary, one junior high, one alternative high school and one independent school.

As the only high school in Martinez, Alhambra High School is steeped in tradition. This tradition is evident through our strong parent involvement in PTSA, Booster Club, Site Council, athletic events, Grad Night, AHS Arts Foundation and our leadership activities. A majority of our students have lived in the community and attended school within this small district throughout their school lives as have many of their parents.

In the last several years, the community's goals have become more four-year college oriented. The community and district have strongly supported change through the process of Strategic Planning and the development of Professional Learning Communities. Despite increasing negative impact from state budget problems, the community strives to make changes that will benefit all students. The goal is to continually strive to make Alhambra an outstanding comprehensive high school.

AP and Honors classes are offered in English, Mathematics, Social Studies, Science, Foreign Language and Fine Arts. Alhambra has an extensive Regional Occupation Program (ROP). The program includes courses in Cabinet Making, Automotive, Multi-Media Design, Computer Assisted Drafting, Sports Medicine, Computer Programming and Creative Writing / Graphic Design.

Our Performing Arts Building houses the drama, choir, band and orchestra programs as well as providing a gallery for display of student art work. An all -weather sports field was installed over the summer of 2007 which now serves the school and community for physical education classes, student extracurricular activities such as staging Homecoming events and for athletic events including football, soccer, lacrosse and baseball. The leadership class, student government and club programs involve many of our students with wide support from the staff. We field 33 teams in a variety of sports for girls and boys.

IV Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

B. Seek Input from Advisory Committee (as needed)

- English Learner Advisory Committee
- Gifted and Talented Education Advisory Committee
- Library Planning Committee
- Special Education Advisory Committee
- Other Committees Established

C. Analysis of Current Instructional Program (See Appendix B)

V. Description of Barriers and Related School Goals

Teachers need additional professional development in meeting the needs of all learners. Time and money must be invested to support teachers in acquiring and implementing various instructional strategies to support student learning. Low expectations and dysfunctional families are also a barrier in students reaching their academic potential. There is a culture of many of our families that higher education is not a goal or a goal that can not be reached due to financial constraints. Our community needs to work closely together to shift this culture. The unstable state budget continues to cut programs and personnel that are necessary in supporting the achievement of all students.

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) : Improve achievement for all students through annual development of SMART* Goals for each course. *Specific and Strategic, Measurable, Attainable, Results-oriented and Time-bound.	
Student groups and grade levels to participate in this goal: All students	Anticipated annual performance growth for each group: Increase in student achievement as based on SMART Goals.
Means of evaluating progress toward this goal: SMART goals, STAR data, CELDT, CAHSEE, Graduation Rate, Report Cards.	Group data to be collected to measure academic gains: Common assessments, CST scores, CAHSEE scores, Grades, D and F list

SCHOOL GOAL # 1				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Using student data, each department by course will develop a SMART goal for increased student achievement.	2008- 2011	N/A	N/A	N/A
Administration will provide common prep time for departments to collaborate and analyze student achievement data	2008-2011	N/A	N/A	N/A
Administration will provide staff development in best Instructional practices	2008-2011	staff meetings		General Fund
Program effectiveness monitoring and/or review: School Site Council and Department Chairs will review progress on all programs implemented at Alhambra High School.				

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL # 2 (Based on conclusions from Analysis of Program Components and Student Data pages) By June 2012, increase the number of students who complete the UC/CSU A-G requirements and are college ready to 55%. By June 2010, increase percentage to 48% By June, 2011, increase percentage to 52% By June, 2012, increase percentage to 55%	
Student groups and grade levels to participate in this goal: All students.	Anticipated annual performance growth for each group: By June 2010, increase percentage to 48% By June, 2011, increase percentage to 52% By June, 2012, increase percentage to 55%
Means of evaluating progress toward this goal: High School transcripts.	Group data to be collected to measure academic gains: Grades Transcripts

SCHOOL GOAL # 2				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Collaboration with High School, Alternative Education, Junior High School and District Office Staff to brainstorm and implement strategies to increase number of college eligible seniors.	2008-2012	N/A	N/A	N/A
Increase daily attendance	March 2009/June 2012	N/A	N/A	N/A
Counselors will meet with all students to review Academic Success Plans	2008-2012	Compensation for hours beyond contractual calendar	\$5,000	10th Grade Counseling
Program effectiveness monitoring and/or review: The monitoring committee and SITE council will monitor and review progress on all programs.				N/A
Offer orientation evening to parents of incoming freshmen to explain graduation requirements, UC/CSU requirements and programs available at Alhambra High School.	March 2010	Compensation for staff to prepare and present	\$2,000	SIP
Pilot online credit recovery program	Spring 2010	salary for teacher supervision	\$3,000	CAHSEE funds
Collection of schoolwide data to measure student achievement for all students for the upcoming WASC self study.	2009- 2011	Teacher time to collect data	\$2,000	SIP

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL # 3 (Based on conclusions from Analysis of Program Components and Student Data pages) Increase student achievement through the administration and analysis of standards based common assessments. By June 2009, each course will administer and analyze results of one common assessment. By June 2010, each course will administer and analyze results of two common assessments.	
Student groups and grade levels to participate in this goal: Low-performing students, ESL, special education students.	Anticipated annual performance growth for each group: Increase in student achievement as measured by SMART Goals, CSTs, CAHSEE
Means of evaluating progress toward this goal: STAR, CASHEE, CELDT, Graduation Rate, Report Cards.	Group data to be collected to measure academic gains: CST Results, CAHSEE results, Grades

SCHOOL GOAL # 3				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Alignment of instruction with district content standards: All departments will develop curriculum maps for each course to ensure that all classes are aligned with content standards.	2009-2010	N/A		N/A
Administration will provide common prep time for departments to develop common assessments and analyze student data	2009-2010	N/A	N/A	
Administration will provide staff development on Data Director.	2009-2010	N/A	N/A	
Provide time to score and analyze common assessments	2009-2010	compensation for substitutes or tome spent after school hours	\$1,500	SIP
Provide time to align grade level research guidelines and manual	2009 - 2010	compensation for substitutes or time spent after school hours	\$1,500	SIP
Program effectiveness monitoring and/or review: The monitoring committee and SITE council will monitor and review progress on all programs.				

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL # 4 (Based on conclusions from Analysis of Program Components and Student Data pages) Goal Number 4: Increase student achievement through implementation of Professional Learning Communities.	
Student groups and grade levels to participate in this goal: All students	Anticipated annual performance growth for each group: Increased student achievement as measured by SMART Goals, CST's, CAHSEE
Means of evaluating progress toward this goal: Grades, transcripts, Data Director, CST's	Group data to be collected to measure academic gains:

SCHOOL GOAL # 4				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Administration will provide common prep time for collaboration	2008-2011	N/A	N/A	N/A
Administration will provide staff development in Professional Learning Communities	2008-2011	cost of substitutes and training for PLC's		District funds
Program effectiveness monitoring and/or review: The monitoring committee and SITE council will monitor and review progress on all programs.				

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL # 5 (Based on conclusions from Analysis of Program Components and Student Data pages) Goal Number 5: Each department will increase student and staff use of a variety of print and electronic resources so they will be able to access, analyze, synthesize and use information and ideas.	
Student groups and grade levels to participate in this goal: All students	Anticipated annual performance growth for each group: Increase in student achievement as measured by SMART Goals, CST's, CAHSEE
Means of evaluating progress toward this goal: Analysis of CST's grades, D and F list	Group data to be collected to measure academic gains:

SCHOOL GOAL # 5				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Each department will develop technology goal based upon student and staff needs	2008-2011	None	None	None
Administration will provide staff development in areas of technology as identified as an area of need by each department	2008-2011		\$1,500	SIP General Fund
Purchase technology so staff is able to successfully implement technology into curriculum	2008-2011		\$8,000	SIP
Program effectiveness monitoring and/or review: The monitoring committee and SITE council will monitor and review progress on all programs.				

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL # 6 (Based on conclusions from Analysis of Program Components and Student Data pages) API of Hispanic students will increase from 727 to 735 or higher by June 2010	
Student groups and grade levels to participate in this goal: Hispanic students	Anticipated annual performance growth for each group: Gain of 8 points or higher on API for 2010 for Hispanic subgroup
Means of evaluating progress toward this goal: Analysis of student work and common assessments	Group data to be collected to measure academic gains: CST scores Grades

SCHOOL GOAL # 6				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Staff will analyze results of common assessments to determine learning and intervention needs	2009-2010	NA	NA	NA
Staff will use time during tutorial periods to support learning and achievement of Hispanic and low socioeconomic students	2009-2010	NA	NA	NA
Staff will research and implement strategies to identify and support Hispanic students	2009-2010	NA	NA	NA

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	962	875	884	664	570	590	39	36	31	25	29	27
Growth API	761	778	795	776	802	815						
Base API	773	761	778	797	776	802						
Target	5	5	5	3	5	A						
Growth	-12	17	17	-21	26	13						
Met Target	No	Yes	Yes	No	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	158	170	171	73	85	89	122	131	122	87	105	102
Growth API	721	728	727				666	669	667		573	558
Base API	674	721	728				655	666	669			
Target	6	5	5				7	7	7			
Growth	47	7	-1				11	3	-2			
Met Target	Yes	Yes	No				Yes	No	No			

Appendix A - School and Student Performance Data (continued)

Table 2: Title III Accountability

District Data						
PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Number of Annual Testers	218	196	250			
Percent with Prior Year Data	100%	100%	96.8%			
Number in Cohort	218	196	242	117	95	133
Number Met	147	99	165	64	30	66
Percent Met	67.4%	50.5%	68.2%	54.7%	31.6%	49.6%
NCLB Target	48.7%	50.1%	51.6%	48.7%	28.9%	30.6%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	98	98	99	99	100	99	100	89	100	100	100	100
Number At or Above Proficient	246	217	187	181	151	141	6	--	--	--	--	--
Percent At or Above Proficient	71.1	71.1	68.8	76.4	76.3	76.2	42.9	--	--	--	--	--
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	98	97	100	100	100	100	98	93	100	95	100	98
Number At or Above Proficient	36	38	25	11	13	9	21	24	11	8	11	8
Percent At or Above Proficient	57.1	64.4	46.3	39.3	48.1	30.0	47.7	57.1	35.5	22.2	35.5	21.6
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%)

** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	99	97	99	99	99	98	100	89	100	100	100	100
Number At or Above Proficient	222	208	186	166	143	136	6	--	--	--	--	--
Percent At or Above Proficient	63.6	68.2	68.6	69.7	71.5	73.9	42.9	--	--	--	--	--
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	99	94	100	100	100	100	100	95	94	100	100	93
Number At or Above Proficient	30	33	26	9	12	11	17	21	10	5	14	10
Percent At or Above Proficient	46.9	56.9	48.1	32.1	44.4	36.7	37.8	50.0	34.5	13.2	45.2	27.8
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2008-09										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	6	26	9	39	6	26	1	4	1	4	23
10	1	8	6	50	3	25	2	17			12
11	3	27	7	64			1	9			11
12	2	13	7	47	4	27	2	13			15
Total	12	20	29	48	13	21	6	10	1	2	61

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students engage in a rigorous, relevant and coherent curriculum that supports the achievement of the Student Learning Outcomes (SLOs). Course curriculum is based on state and national standards as well as the SLOs. Courses are planned so that knowledge and concepts are built upon each other. Students can move from introductory courses through AP level courses.

All departments and subject areas have begun to correlate the SLOs to curriculum and content standards. Students are held accountable for demonstrating competency in the SLOs through a variety of assessments. Students demonstrate their knowledge through oral, visual, and audio presentations and performances. In the process of developing these presentations, self-assessment and peer assessment are used to improve the quality of the final product. Presentations are made to a wide variety of audiences including peers, staff, parents and community members. All departments have assessments which include standard testing as well as project-based application of knowledge to real-world settings. Data Director was purchased and installed in the summer of 2007. As a result of the installation and training, teachers are now developing common assessments for the purpose of driving instruction to increase student achievement. At least one teacher from each department (all members of the science department) has taken backward planning instruction offered by the District. These backward planning instructions have been discussed in department meetings. The District has also provided staff development in Differentiated Instruction, development of formative assessments and technology. During the 2008-2009 and 2009-2010 school years, a team of six teachers and the principal participated in a Professional Learning Community Academy to learn more about the Professional Learning community process in order to problem solve and share ideas and strategies with other teachers.

An increasing number of students are now enrolled in academic courses that prepare them for college eligibility. In 2009-2010, 163 students are enrolled in one or more of the following advanced placement classes: English 11, English 12, calculus, statistics, computer programming, biology, studio art, Spanish, and History.

Alhambra also takes advantage of being able to offer from the Regional Occupational Program (ROP) division of the Career Development Department an array of programs as a route to career development. The Contra Costa County Office of Education provides these courses to students who are at least 16 years old. These classes count toward graduation credits and students may be given certificates of proficiency. The ROP classes offered at Alhambra are: cabinetmaking, auto technology, sports medicine, computer programming and creative writing/graphic design.

The English Department works in grade-level teams. The freshman and sophomore teams have established timed writing assessments at the end of the year. The goal for freshman year is to help students prepare for the CAHSEE; the goal of sophomore year is to assess progress. These essays are holistically scored by the entire English department based on department created rubrics similar to the state scoring guidelines. All freshmen are assessed using common unit tests and a common final. Three sections of Read 180 have been added to the English Department to assist and support students who are below grade level in Language Arts. This is a two period class that gives individualized instruction to students.

The ELD program serves students who have been identified as non-native English speakers who need additional support in their reading, writing, listening and speaking skills. In the ELD classes students focus on cross-curricular development and mastery in the following areas: vocabulary development; decoding, reading and test-taking strategies; and listening and speaking strategies. Another focus of the program is ensuring the students' readiness for graduation. The teacher meets with students individually each semester to review their progress towards graduation, making sure that they are taking the correct classes and have passed the required tests. Student growth is assessed annually through the taking of the California English Language Development Test (CELDT). In order to exit the ELD program, students must meet three state-mandated requirements: earn 4's or 5's on the CELDT subtests, be designated as "proficient" on the State Standards assessments and earn C's or better in their core academic classes.

All freshmen also complete an information literacy standards-based orientation unit designed to familiarize them with the resources in the Library Media Center. This unit combines a power-point presentation produced by the librarian, and then "hands on" lessons in which students must find resources; use the OPAC; learn how to use the LMC's web-based databases; and complete a worksheet packet.

The foreign language department has course-level meetings and in Spanish I they have implemented common assignments, teaching strategies, and assessment grading practices. This department is currently working on curriculum maps for each of their levels. Through a generous MEF Grant, a new Language lab was added in September 2008.

The math department continues to try different strategies in an effort to have all students meet minimum requirements for graduation. Glencoe has been adopted as the math curriculum Although 20:1 has been eliminated due to budget cuts, support classes have been added to pre-algebra, Algebra1 and Geometry. They find that the 20-to-1 ratio at the 9th grade level has been instrumental in helping freshmen adjust to high school math. The math department has devised common final exams to ensure that all students reach expected outcomes.

The Special Education department offers courses in the core curriculum to help those with special needs reach graduation. All classes are based on discipline content standards and are linked to the SLOs. The Resource student's case managers and the school psychologist communicate with the classroom teacher via emails and written progress reports. General education classroom teachers are encouraged to participate in IEP meetings with the student and their parents. Resource students are regularly mainstreamed into core and all elective subjects. The special education department works very closely with the students who have been mainstreamed into general education classes. Those students are given extra support through "learning center" and "study skills" classes. Special education students are fully mainstreamed in mathematics, Science and English.

The Communication Technology requirement was dropped beginning with the class of 2013, however, A Communications Technology II class is offered to students who want to expand their knowledge of more advanced software programs. Working in partnership with the District, the Martinez Education Foundation, ROP and other funding sources, the staff continues to find resources to update computer labs on campus.

Physical education at Alhambra embraces the life-long learning standards for all students. For students with severe physical disabilities, Alhambra offers Accommodated PE. Students must complete two years of PE in order to meet graduation requirements.

One of the Goals for improved student learning is the development, administration and analysis of common assessments. By June of 2010, each course will administer and analyze the results of two common assessments. Each September, departments use Data Director to access student , class and school CST scores to determine learning needs of all students. Departments also analyze these results to develop yearly SMART goals.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (EPC)

Ninety one percent of the teachers at Alhambra meet the No Child Left Behind definition of Highly Qualified. In an effort to assist teachers meet these expectations. The Director of Personnel Services and the Administrative Assistant met with each staff and shared information regarding Highly Qualified Subject Matter Competence from the NCLB Resource Guide. Checklist forms from the Resource Guide were used to help determine the Highly Qualified status of each teacher. A "Highly Qualified Teacher" matrix form developed by the Contra Costa County Office of Education was used to assist each teacher in calculating the 100 points toward subject matter competence in their individual subject areas. Teachers then provided follow up documentation to the Personnel Office verifying their Highly Qualified status. The district issued "Highly Qualified Teacher" certificates for each teacher whose HQ status was verified through documentation. The Personnel Office then counseled with each teacher who had not yet attained highly qualified status to create a plan for them to attain HQ status by the end of the 2005-06 school year.

During the Martinez Unified School District Institute Day in August 2007, our superintendent announced all district schools will implement the Professional Learning Community model. All district administrative staff has attended conferences focused on the purpose and process of developing a PLC. In August, 2007, staff development at Alhambra was designed around activities with a PLC focus. Principal Mirkovich expressed her determination that staff have collaborative time to work as PLCs within their departments, and planned common prep time into schedules for nearly all teachers with their departments. She has also committed to devoting Staff meetings to PLC collaboration and staff development activities rather than business that can be handled through email and Department Chair notice every month. Monthly staff meetings are now used for collaboration and the sharing of "best practices" as they relate to teaching strategies.

The 07-08 school year brought a significant change and additions to staff access to student data with the introduction of Data Director. DataDirector allows teachers to view assessment data and demographic information about their students. Teachers can create their own reports, create assessments based on standards and compare results to standardized test expectations and outcomes. Two specific days have been devoted to training staff on accessing data through DataDirector. Departments are now on the verge of truly linking common assessments, power/essential standards and teaching strategies to the immediate outcomes, data that teachers now have easily available. Teachers are beginning to develop tests directly linked to the essential standards and data available from Data Director. In addition to each teacher having access to the program on their computers, staff has three special teacher computer workstations.

Some staff development has become ongoing practice. Administration continued to provide data with a revision of data binders for all teachers at the start of the year and a brief review on staff development day. Grading program training is consistently available for staff. The Social Studies and Science departments received training and support for newly adopted materials. The Math Department began the process of adoption with the support of the District Office, which arranged for special presentations from a variety of vendors and training in what teachers should be looking for in a new program.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
11. Lesson pacing schedule (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

All students engage in a rigorous, relevant and coherent curriculum that supports the achievement of the expected school-wide learning results and state content standards. Course curriculum is based on state and national standards as well as the ESLRs. Courses are planned so that knowledge and concepts are built upon each other. Students can move from introductory courses through AP level courses.

All departments have adequate supplies of standards-based instructional material for use by all students. The English department is exploring options for standardized anthologies at the junior and senior levels. The Science Department adopted new standards based textbooks in June 2007. The Math Department is piloting new standards based textbooks. Adoption will take place September 2009.

The arrival of the Data Director program provides a comprehensive solution to the problems of both access and user-friendliness, and gives incentive to both administrators and educators to expand the use of data for instructional design purposes. The Data Director software package not only provides student and class data that is relevant to teachers, but it also has the capability of analyzing and outputting data in a graphical format. Training has been provided and will continue to be provided until all staff is proficient in using the data and assessment capabilities of the program.

The use of the data binders for the collection and analysis of data continues to help with the creation of "power standards" within departments, standards on which students showed weak CST performance from the previous year. However, with the advent of Data Director, power standards have become more dynamic. Teachers can now create, manage and upload their own standards-based assessments into the software, providing the ability to track student progress on the standards throughout the course of the year and make adjustments to the curriculum when necessary. Teachers can compare the results of their assessment with the results from the CST.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
15. Research-based educational practices to raise student achievement at this school (NCLB)
16. Opportunities for increased learning time (Title I SWP and PI requirement)
17. Transition from preschool to kindergarten (Title I SWP)

Alhambra High School offers ESL services to English Learners by providing two sections of English Language Development classes for beginning and advanced levels. Underperforming special education students are served through special day classes and the learning center environment.

During the 2007-08 school-year, the English Department introduced specific program changes directed at low-performing incoming freshmen who are far below or below basic. Students determined to be at risk for failing 9th grade English now have dual enrollment in a freshman English course and in an English support class. Students are identified as below or far below basic through analysis of CST scores and input from the junior high teachers. There are two sections of Read 180, a software intervention program designed to engage and assist struggling readers which was purchased to provide the main instructional support for this class. (Read 180 is also being used by Special Education and intermediate level EL students).

The Math Department instituted Support classes at-risk freshmen and thus many freshmen now receive both English and Math support. Again, these students were identified through analysis of CST data and junior high teacher input. The Foreign Language and Science Departments also opened up formal after-school tutorials after analysis of student achievement data showed that there was a need for intervention with students enrolled in Spanish 1 and Physics. Peer Tutors created from Community Service requirements,

Counseling's new Student Success Plan contains all of the provisions required by the State and resulted in its implementation in September 2007. The plan's most immediate impact was the addition of two new counselors. This reduced the student to counselor caseload from a high of 650:1 to a more manageable 380:1. The reduced caseload has enabled our counselors to meet with targeted (at risk) students and their parents during this school year. Freshman and senior meetings were held in September and October, and sophomore and junior meetings in November and December. Counselors are also able to meet with all students who are having attendance and academic issues on an ongoing basis. Communication with parents has increased with the mailing of graduation status letters, phone and email communication and parent conferences throughout the year.

Administration has changed the focus of staff meetings to collaborative meetings to discuss "best practices", work on surveys and brainstorming sessions to develop our WASC report and work together in departments as needed. Administration also conducted motivational talks for all students at the start of the school year. Students are not only informed about policies but also hear about where they can go for a variety of resources and supports on campus.

During the 2009-2010 school year, the staff at Alhambra High School is piloting a Tutorial period schedule to support and assist low performing students as well as give successful students time to access teachers for extra help. This twenty minute period follows one of the seven instructional periods. Teachers keep students in class that are missing work or need extra help. Students not needing to make up work or require extra help in that period are free to access the library, writing center or access another teacher for extra help.

Alhambra High School is also piloting an online credit recovery program through Plato learning. This program gives students the opportunity to recover credits that have been lost due to failing classes. The program is provided on campus and is supervised by trained staff.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
19. Strategies to increase parental involvement (Title I SWP)
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

The high school is strongly supported in both curricular and extra-curricular programs by the entire community of Martinez. In 1994, the high school was renovated, resulting in a beautiful facility that remains a focal point and source of pride for the entire community. Continuing the commitment to the high school, Martinez Unified School District installed an all-weather sports field over the summer of 2007. This facility serves the school and community for physical education class instruction use, for student extracurricular activities such as staging Homecoming events and for athletic events, including football, soccer and baseball games. The Performing Arts Building continues to host drama, choir, band and orchestra classes along with in-house and community productions. Through grants and local fundraising efforts, we are building a strong, competitive band program complete with sets of traditional band attire and new instruments for our students. Through the labors of the district, Shell Oil and Martinez Education Foundation, the entire school was rewired for technology upgrades during the summer of 2006. The Site Council approved hardware purchases that provided all teachers with workstations, departments with projection equipment and a new dual-platform computer lab in the library media center.

Strong community commitment to tradition continues through parent and business involvement in PTSA, Booster Club, Site Council, athletic events, Grad Night, AHS Arts Foundation and Leadership activities. The Interact Club (2006) provides a liaison between the District, community businesses and high school students.

Martinez Education Foundation (MEF) and AHS Parent Teacher Student Association (PTSA) continues to provide grants to teachers for a wide-range of equipment and supplements to instructional material, from sterilizing units for science labs to computers, online database subscriptions and books for the Library Media Center. PTSA provides funds for classroom supplies that "reach the greatest number of students." MEF has raised money for the schools through its annual Mail-a-thon, Busi-kids, Run for Education and Bocce Tournament fundraising events. In addition, large local corporations (like Shell, Wells Fargo, Chevron and Tesoro) annually contribute to AHS in the forms of grants, donations or labor projects.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
22. Fiscal support (EPC)

Alhambra High School benefits from the following funding sources: General Fund, Title II (staff development), Title III (ESL), Title IV (safe and drug free schools), Title V (Innovative Education), and Sprint/Metro allotments. With the exception of Sprint/Metro, these funding sources are filtered through the district office. Alhambra staff participates in the professional development opportunities provided by the district (Title II), receives .4 FTE for an ESL instructor (Title III), will be provided with supplementary substance abuse prevention instructional materials (Title IV), and receives library funding and assistance (Title V). The SITE council oversees the Sprint/Metro expenditures. All expenditures must be aligned to the California state standards and used to improve student achievement.

Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$16,508
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	
Total amount of state categorical funds allocated to this school:	\$16,508

Federal Programs under No Child Left Behind (NCLB)		Allocation
[]	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
[]	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
[]	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
[]	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
[]	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
[]	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
[]	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
[]	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	
[]	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
[]	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
[]	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
[]	Other Federal Funds (list and describe(42))	
Total amount of federal categorical funds allocated to this school:		

Total amount of state and federal categorical funds allocated to this school:	\$16,508
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(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2009-10 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation	16,508			
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2009-10 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Alhambra High School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement 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 on: February 20, 2008

Attested:

Susan Mirkovich

Typed name of school principal

Signature of school principal

Date

Cheryl Vereschagin

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Parents Pledge:

Staff Pledge:

Appendix G - School Site Council Membership: Alhambra High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Susan Mirkovich	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathie Dell Aquila	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karin Sloper	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kerry Cusack	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Yunis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Bolds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy Tessier	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ryan Hussey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Linda Davis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Greg Armstrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wendy Koerber	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cheryl Vereschagin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lindsey Metzger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ben Hawes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Divine Adesida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Monica Capozzo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category	1	4	3	4	4

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