

# The Single Plan for Student Achievement

## Vicente-Martinez High School

07617390730440  
CDS Code

Date of this revision: February 8, 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.

Vicente Martinez High School is an educational option for 16-18 year old students that focuses on student learning in a small alternative setting to prepare students for a high school diploma and for post graduation goals.

Vicente-Martinez High School will improve students' academic achievement as well as provide support for each student's social and emotional growth. The school will provide standards based classroom curriculum as well as offer students an opportunity to learn in other alternative methods such as project based learning, internships, and online learning. Vicente Martinez High School strives to offer students educational opportunities to prepare them for college and careers with 21st century skills.

Vicente Martinez teachers collaborate as a professional learning community. Teachers work together to share lessons and teaching strategies on an ongoing basis. This practice enhances student learning and achievement.

### **III. School Profile (Optional)**

Vicente-Martinez High School is a continuation high school that is an educational option for 16-18 year-old students. The focus is to provide a high school education in a small setting for students who are at-risk of not graduating from high school due to credit deficiency. However, Vicente Martinez High School also offers an educational opportunity to students who would like to seek an alternative education experience that is designed to meet their individual social, emotional and educational needs and goals. Vicente's enrollment is between 90-100 students.

Vicente Martinez teachers collaborate as a professional learning community. Teachers work together to share lessons and teaching strategies on an ongoing basis. This practice enhances student learning and achievement. Teachers are committed to meeting each students' individual needs to provide the support he/she needs in order to earn a diploma and be successful after high school in college and career.

### **IV Comprehensive Needs Assessment Components**

#### **A. Data Analysis (See Appendix A)**

#### **B. Seek Input from Advisory Committee (as needed)**

- English Learner Advisory Committee  
The majority of student enrolled at Vicente-Martinez High School score below proficient on CSTs. Approximately 5 percent of the student population is usually designated as English Language Learners. The CST scores and the ELA scores on the CAHSEE are below proficient for not passing in the majority of the ELL students. The need is to address the English proficiency needs of the ELL students as well as support their learning in content areas.
- Gifted and Talented Education Advisory Committee  
There is a need for Vicente to address the academic needs of students who have been identified as GATE students as well as those students who have demonstrated academic skills above the average. Currently the resources available to support the learning of students who are advanced is limited however, the approval of the use of online learning as an option is an opportunity for teachers to address the needs of more in depth learning for identified GATE students.
- Library Planning Committee  
Library books generally have been purchased through grants and or received as donations. Some books have been purchased through lottery funds. There is need to establish more extensive classroom libraries to support silent sustained reading which takes place during the advisory period. The silent sustained reading period was established to give students an opportunity to have time to read each day with the goal that students will become more proficient readers and establish reading for information and enjoyment as a life long learning skill and interest.
- Special Education Advisory Committee  
There are several students with IEPs attending Vicente. The area of need is to provide these students with the resources needed to help them be successful both in their academic classes and to pass the CAHSEE. Students are served through an instructional support program model.
- Other Committees Established

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

### **V. Description of Barriers and Related School Goals**

The greatest barrier to Vicente's goals is limited space at the site and funding to expand to have a career technical component as an elective opportunity so that students can prepare for college and careers after high school and be prepared to meet the demands of the 21st century.

## 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)**

Develop a Response to Intervention model to use as a systematic approach to support the Tier 1 and Tier 2 students in the pyramid of interventions. Continue to use the Care Team approach to individualize intervention for Tier 3 students and Tier 2 students when appropriate.

Adopt a positive behavior curriculum that promotes our schoolwide values so that students benefit through the acquisition of positive behavioral skills to support their academic achievement.

Use Data Director to analyze student assessment data to determine current students' achievement levels. The student population of Vicente changes frequently, however, the data over time has indicated most students generally do not score proficient on the CSTs and do not pass the CAHSEE on the first attempt.

Use data to guide decisions on purchase of supplemental instructional material.

Offer tutoring to 11th and 12th grade students who have not passed the CAHSEE.

Staff share successful teaching strategies that address improving students' academic achievement in reading, math, and writing and share lessons and student work samples to identify student needs and work together to plan intervention.

Goal: 100% of 12th graders pass the CAHSEE by the end of the 12th grade year. Vicente will address the needs of students who enter Vicente and have not passed the exit exam through individual interventions, READ 180, and online learning curriculum.

Increase percentage of students scoring at proficient or above by 5% in CSTs in all categories. Schoolwide emphasis on ELA standards and writing. Establish additional learning opportunities through online learning for students to improve their proficiency in algebra, since this is an area where students continue to struggle.

Improve CST scores in content areas through the work as professional learning communities, sharing best practices and working together on pacing guides.

#### 08-09 Goal Results:

Percentage improvement increase in CST scores for students scoring proficient or advanced in the following CSTs 2009 when compared to 2008 are as follows: ELA scores improved for 10th graders from 6% to 8% and for 11th graders from 9% to 13% proficient/advanced. However, it is important to note that for the 10th graders in ELA the percentage of Far Below Basic (FBB) and Below Basic (BB) was reduced from 83% in 07-08 to 59% in 08-09 and for 11th graders FBB and BB reduced from 73% in 07-08 to 65%. This resulted in an increase of students in the Basic range improving for 10th graders from 12% to 33% and for 11th graders from 18% to 32% when comparing 07-08 CSTs to 08-09. Overall the trend for ELA percentage of proficiency has been moving up every year since 05-06.

Students taking the Algebra 1 test increased from 32 students in 07--08 to 47 students in 08-09. There has been an emphasis placed on Algebra at Vicente since students who enter community college for general education classes, will be required to take algebra and several trade unions require algebra as a requirement for application. The students at Vicente have continued to show improvement in CAHSEE math scores, however, the percentage of students who struggle with algebra continues. Data indicates, most students who enter Vicente have scored low on math CSTs throughout their schooling.

Students at Vicente showed a decline in proficiency other CST subject tests. There is an emphasis at Vicente with teachers to use the CST blueprints to guide pacing. However, much of the CST data is difficult to assess for individual students out of the math and English area due to the high mobility of students. Many students enter Vicente all during the school year and are enrolled in subjects they need to graduate. Most of these students' failure in one or more courses at a traditional school prompted the transfer. The staff at Vicente, believes that their work on ELA standards across the curriculum will benefit all students who enter at anytime during the school year, and that continued refinement of pacing guides tied to the CST blueprints is an important tool for lesson planning, however the CST scores are difficult to predict with a highly mobile population of students.

#### California High School Exit Exam (CAHSEE):

Review of the CAHSEE data for the current 09-10 students who attended Vicente in 08-09 that of the students who had not passed the English portion of the test as of February, 2010, 9 out of the 14 students had improved their score after entering Vicente with a range of score improvement from 5 points to 61 points. For the math portion, 11 out of 16 students had improved their score with a

range of improvement from 3-39 points. Out of the 49 students who entered 08-09 school year needing to pass the ELA portion of the CAHSEE, 37 passed while attending Vicente. Out of the 52 students who entered Vicente during the 08-09 school year needing to pass the Math portion of the CAHSEE, 31 passed.

Only 1 Special Education 12th grader who completed all credits for graduation in 08-09 did not pass the CAHSEE. All other 12th graders who were eligible to receive a diploma passed the CAHSEE in 08-09.

**Student groups and grade levels to participate in this goal:**

All students are addressed in this goal.

**Anticipated annual performance growth for each group:**

Improve performance on CSTs with an increase of students in the proficient and advanced range as well as move all students forward in their academic achievement. Have a 100% passage of CAHSEE for 12th graders.

**Means of evaluating progress toward this goal:**

Use Data Director to Analyze CST and CAHSEE scores  
 Use AERIES to monitor attendance patterns.  
 Staff use student work samples to analyze and create plans to address identified students' academic needs.  
 Teachers meet and discuss CST, CAHSEE, site assessments and student work samples to identify students' individual needs.

**Group data to be collected to measure academic gains:**

Student work samples, CST scores, CAHSEE scores, and site administered assessments.

**SCHOOL GOAL # 1**

| <b>Actions to be Taken to Reach This Goal (37)</b><br>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)   | <b>Start Date(38)<br/>Completion<br/>Date</b>  | <b>Proposed<br/>Expenditures<br/>(39)</b>   | <b>Estimated<br/>Cost</b>   | <b>Funding<br/>Source</b>  |
|--|--|---|---|--|
| Use Data Director to gather and analyze CST and CAHSEE scores for the school population as well as for individual students.<br><br>Staff use data to plan intervention strategies.<br><br>Create Response to Intervention pyramid.<br><br>Purchase schoolwide positive behavior character education curriculum.  | Fall, 2009-<br>Ongoing<br><br><br>Spring, 2010 | Data Director<br><br>Character Ed.<br>Positive<br>Behavior<br>curriculum  | \$3,000   | Title 1  |
| Staff participate in professional development. Staff is working on improving communication skills to better work as a professional learning community through the guidance of an organizational communications consultant. Improved communication will result in more effective plans to support students and improve students' academic achievement. Professional development to create positive culture at school to enhance learning for students. Professional development to develop lessons that meet the needs of diverse learners including the use of online curriculum and other technologies. | Fall, 2009-<br>Ongoing                         | Staff<br>Development .<br>Conferences.<br>School visits<br>Literature<br>Prof.<br>Development<br>DVDs and<br>curriculum   | \$5,000 staff<br>development<br>\$1,000<br>substitutes<br>\$1000<br>conferences | District<br>funding<br>CAHSEE<br>intervention<br>funding<br>Title 1<br>funding |
| Use site assessments and student work samples to assess students' academic progress. Develop RtI model for three tiers of intervention which includes a plan for how to work with individual students when academic growth is not sufficient. Purchase online learning opportunities as well as other supplemental curriculum.   | Fall, 2009-<br>Ongoing                         | Create a<br>process to<br>share and<br>evaluate<br>student work<br>samples.<br>Use Revolution<br>CAHSEE<br>program to<br>address<br>students'<br>individual<br>academic<br>needs.<br>Online learning<br>Supplemental<br>educational<br>curriculum | \$10,000  | CAHSEE<br>Intervention<br>funds<br>Title 1<br>funding                          |

| <b>SCHOOL GOAL # 1</b>  |   |  |                           |                                   |
|---|---|--|---------------------------|-----------------------------------|
| <b>Actions to be Taken to Reach This Goal (37)</b><br>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)  | <b>Start Date(38)<br/>Completion<br/>Date</b> | <b>Proposed<br/>Expenditures<br/>(39)</b>              | <b>Estimated<br/>Cost</b> | <b>Funding<br/>Source</b>         |
| Purchase mobile computer lab so that students can have access to online learning curriculum for various learning needs. This can be used to deepen learning for advanced students as well as support learning for struggling students and those students who still need to pass the CAHSEE. The computer lab would also provide an opportunity to expand the vocational technical opportunities at Vicente to support the acquisition of skills that are valued in the workplace. | Spring 2010                                   | Mobile computer lab. Needs supplemental grant dollars. | 10,000                    | Title funding CAHSEE intervention |

## VI. Planned Improvements in Student Performance (continued)

|   |   |
|---|---|
| <b>SCHOOL GOAL # 2</b><br><b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b><br>Use assessment data to target student interventions and create strategies and learning opportunities in order for students to improve their academic achievement. |   |
| <b>Student groups and grade levels to participate in this goal:</b><br>All students.  | <b>Anticipated annual performance growth for each group:</b><br>All students are expected to improve their CST performance in each subject matter by 5%.<br>Students who have not passed the CAHSEE are expected to improve their scores by 20 points or pass the test if less than a 20 point improvement is needed upon the following administration.<br><br>Students in 2008-09 improved their CAHSEE scores by an average of 10 points in ELA and 14 points in Math.<br><br>Continue to have a goal of students having 100% passage rate of CAHSEE by 12th grade and improve CST scores and CAHSEE scores by individuals as well as schoolwide. |
| <b>Means of evaluating progress toward this goal:</b><br>CST data, CAHSEE data, evaluation of student work samples and site administered assessments.   | <b>Group data to be collected to measure academic gains:</b><br>CST, CAHSEE results, STAR math and reading assessments (site administered), student work samples.   |

| <b>SCHOOL GOAL # 2</b>  |   |  |  |   |
|---|---|--|--|---|
| <b>Actions to be Taken to Reach This Goal (37)</b><br>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)  | <b>Start Date(38)</b><br><b>Completion Date</b> | <b>Proposed Expenditures (39)</b>  | <b>Estimated Cost</b>  | <b>Funding Source</b>   |
| CAHSEE intervention online course for students who have not passed the Exit Exam as well as READ 180 and individual instructional support.<br><br>Online learning opportunities and additional instructional strategies schoolwide to improve student achievement in reading and writing. | Fall/2009-<br>Ongoing                           | CAHSEE prep materials<br>Tutoring<br>Online learning   | \$8,000<br>materials<br>\$8,000  | CAHSEE<br>intervention<br>funds<br>Title 1<br>SLIP  |
| Continue to provide reading intervention through READ 180.  | Fall/2009                                       | Tech support<br>and<br>replacement of<br>consumable<br>material  | Estimated<br>Cost-<br>1,000  | Intervention<br>funds,<br>CASHEE<br>funds   |
| Provide math intervention online learning. Tutoring.  | Spring/2010-<br>Ongoing                         | Math materials<br>and teacher<br>time.   | \$28.00 per<br>hour 3<br>times per<br>week as<br>needed for<br>teacher.<br>Math<br>materials<br>\$1,000. | Intervention<br>funds,<br>CAHSEE<br>intervention<br>funding.<br>Title 1                                     |
| Expand classroom and school library to support schoolwide silent sustained reading.   | Spring/2010-<br>Ongoing                         | Purchase<br>additional<br>classroom and<br>school library<br>books for all<br>reading levels<br>and for a variety<br>of interests. | \$1,000  | Library<br>Funds,<br>General<br>Funds,<br>CAHSEE<br>intervention<br>funding and<br>Grants.<br>Title 1 Funds |

## VI Planned Improvements in Student Performance (continued)

|   |  |
|---|--|
| <p><b>SCHOOL GOAL # 3</b><br/> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b><br/> Identify and employ best teaching practices to improve student outcomes. All teachers will include writing instruction in all curricular areas. Work as a professional learning community to share best practices as well as professional development opportunities provided to teachers through onsite after school workshops and/or attendance at off site workshops.<br/> Students' writing samples as well as writing scores on the CAHSEE indicate students need improved writing skills.</p> |  |
| <p><b>Student groups and grade levels to participate in this goal:</b><br/> All students.</p>   | <p><b>Anticipated annual performance growth for each group:</b><br/> All students will improve CST scores by 5% and CAHSEE score will improve by 20 points per test taken, or to a score of 350 if that is fewer than 20 points needed. Students will improve performance on STAR math and reading tests (site administered) on the post-test. Students' writing samples will indicate improvement of writing skills per a school writing rubric. CAHSEE writing score will improve if the student is retaking the CAHSEE.</p> <p>Continue goal for 2009-10<br/> Results of 08-09:<br/> Students did improve scores on CAHSEE by an average of 14 points.<br/> Goal of improved student writing continued. Achievement measured by student work samples analysis as well as CAHSEE writing score when appropriate.</p> |
| <p><b>Means of evaluating progress toward this goal:</b><br/> Analyze STAR reading and math data, CAHSEE results, CST data, and student work samples.</p>   | <p><b>Group data to be collected to measure academic gains:</b><br/> Review school data to analyze trends of all testing data as well as individual scores on CST, CAHSEE, STAR, and student work samples.</p>   |

| <b>SCHOOL GOAL # 3</b>  |   |  |  |   |
|---|---|--|--|---|
| <b>Actions to be Taken to Reach This Goal (37)</b><br>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)  | <b>Start Date(38)</b><br><b>Completion Date</b> | <b>Proposed Expenditures (39)</b>  | <b>Estimated Cost</b>  | <b>Funding Source</b>                                 |
| Teachers will participate in staff development opportunities to increase knowledge of instructional strategies to improve student access to content in grade level text, critical thinking skills, and reading and writing skills. Teachers will share best practices and participate fully as a professional learning community. | Fall/2009-<br>Ongoing                           | Professional Development Workshops, teacher observations in other classrooms, participation in conferences and outside workshops.            | \$5,000 for onsite professional development for teachers<br>\$1,000 for conferences and workshops<br>\$600 for substitutes for visits to other schools and classrooms. | District funded CAHSEE intervention funds and Title 1 |
| Staff review of student work samples. Meetings for teachers to share planning of lessons and effective instructional strategies to improve student achievement.   | Fall/2009-<br>Ongoing                           | Professional Development in improved communication skills to facilitate work as a PLC. student work and sharing lessons with other teachers. | Prof. Devel. Communication as well as for reading and writing strategies to improve students' writing, reading comprehension, and critical thinking skills..           | Title 1 funding.                                      |
| Share and discuss professional journal articles and research regarding best teaching practices with staff. Purchase of professional books regarding best practices.   | Fall/2009-<br>Ongoing                           | Copy costs of articles   | \$500  | District funding allocated to site. Title 1           |

## VI Planned Improvements in Student Performance (continued)

|  |  |
|--|--|
| <b>SCHOOL GOAL # 4</b><br><b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b><br>Provide structure, expectation, and curricular material and sport equipment for every student to continually progress toward becoming healthy individuals, intellectually curious learners and responsible citizens.                       |  |
| <b>Student groups and grade levels to participate in this goal:</b><br>All students.   | <b>Anticipated annual performance growth for each group:</b><br>Students will improve their school attendance by 5% over previous school year.<br><br>Students will improve credit earning by 10% over previous school year.<br><br>Students will create individual learning and educational plans and monitor their own progress toward graduation with the assistance of their advisor.<br><br>Students will gain a positive outlook about their education and future. |
| <b>Means of evaluating progress toward this goal:</b><br>Attendance monitored through AERIES.<br>Credit earning analyzed and obtained through AERIES.<br>Individual learning/educational plans will be completed with evidence of continual monitoring.<br>Surveys administered to students upon entry to the school to evaluate students' self-assessed issues. | <b>Group data to be collected to measure academic gains:</b><br>Attendance, credits earned, graduation rate, learning plans, survey results.   |

| <b>SCHOOL GOAL # 4</b>   |   |   |  |  |
|--|---|---|--|--|
| <b>Actions to be Taken to Reach This Goal (37)</b><br>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | <b>Start Date(38)<br/>Completion<br/>Date</b> | <b>Proposed<br/>Expenditures<br/>(39)</b> | <b>Estimated<br/>Cost</b>  | <b>Funding<br/>Source</b>  |
| Survey students' input for entry and exit to monitor growth in students' attitude toward school and toward their future after graduation.                      | Spring/2010                                   | \$600                                     | \$600  | GRANT  |
| Review individual success plan with staff and students and create a process for continuous review and revision. Character Education curriculum                 | Spring/2010-<br>Ongoing                       | \$2,000                                   | 0  | \$2,000  |
| Provide counseling and health professional services to students.   | Fall/2009-<br>Ongoing                         | Nurse and<br>Counselors                   | Nurse funded through Grant<br>Counselors provided through district agreement with outside agency-\$4,000<br>Counselor-1802 funding<br>Title 1 funding \$5,800.00<br>\$20,000 in other grants | 1802 funding<br>Title 1 funding<br>Safety Funding<br>TUPE<br>10th grade counseling funds<br>Other grant funding. |
| Purchase physical education equipment and games to increase student activity as well as motivate students to come to school to participate.                    |   |   | \$2,000  | PE funds   |
| Purchase musical instruments and provide opportunities for students to learn how to play African drums and guitar.   |   |   | \$2,000  | Music/Art funding  |

## VI Planned Improvements in Student Performance (continued)

|  |  |
|--|--|
| <b>SCHOOL GOAL # 5</b><br><b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b><br>Explore additional venues for offering students opportunities to participate in activities in the community to enhance learning as well as provide speakers at school to provide information about college, career, and volunteer/internship opportunities.  |  |
| <b>Student groups and grade levels to participate in this goal:</b><br>All students.   | <b>Anticipated annual performance growth for each group:</b><br>Students will learn to work collaboratively and be open to exploring new ideas. They will have opportunities to improve communication skills both in speech and in writing. Students will have opportunities to participate in community service that will enhance their ability to express compassion, tolerance, and empathy. Students will also transition successfully from school to work, training, and/or higher education. |
| <b>Means of evaluating progress toward this goal:</b><br>Number of students participating in ROP classes, community service, enrolling in DVC, adult school courses, or participating in services offered by community agencies will increase by 10%. Students will report on a survey that will monitor their involvement in the community and express a change in their ability to be compassionate, tolerant, and empathetic. Students will have opportunities to work collaboratively both in school and in out-of-school activities. Students will report an improved confidence in communicating with others in speech and in writing. | <b>Group data to be collected to measure academic gains:</b><br>.<br>This goal is ongoing.<br>Students participated as volunteers for the City of Martinez in 09-10 and the goal continues to increase involvement in the community.<br><br>5 students participated in the DVC summer institute.<br><br>Student survey is given to incoming students and an online survey has been purchased to monitor students progress on at-risk indicators.   |

|  |   |                                    |                       |                       |
|--|---|------------------------------------|-----------------------|-----------------------|
| <b>SCHOOL GOAL # 5</b>   |   |                                    |                       |                       |
| <b>Actions to be Taken to Reach This Goal (37)</b><br>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)                   | <b>Start Date(38)</b><br><b>Completion Date</b> | <b>Proposed Expenditures (39)</b>  | <b>Estimated Cost</b> | <b>Funding Source</b> |
| Develop a relationship with community agencies to create partnerships for student to be interns and/or participate in volunteer opportunities                                    | Fall/2009-Ongoing                               | 20,000<br>Hired intern coordinator | 20,000                | Mental Health Grant   |
| Provide guest speakers from the community, local colleges and vocational schools to students on campus to provide information about career, college and volunteer opportunities. | Fall/2009-Ongoing                               | None                               | 0                     | N/A                   |

## 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   | 15                                | 29   | 41   | 7     | 19   | 28   | 2                | 2    | 1    | 0     | 0    | 0    |
| Growth API        | 468                               | 553  | 490  |       |      |      |                  |      |      |       |      |      |
| Base API          | 444                               | 468  | 553  |       |      |      |                  |      |      |       |      |      |
| Target            | D                                 | D    | D    |       |      |      |                  |      |      |       |      |      |
| Growth            | 24                                | 85   | -63  |       |      |      |                  |      |      |       |      |      |
| Met Target        | D                                 |      |      |       |      |      |                  |      |      |       |      |      |

| 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   | 6                                 | 7    | 11   | 1                | 1    | 4    | 8                          | 9    | 17   | 2                          | 4    | 5    |
| Growth API        |                                   |      |      |                  |      |      |                            |      |      |                            |      |      |
| Base API          |                                   |      |      |                  |      |      |                            |      |      |                            |      |      |
| Target            |                                   |      |      |                  |      |      |                            |      |      |                            |      |      |
| Growth            |                                   |      |      |                  |      |      |                            |      |      |                            |      |      |
| Met Target        |                                   |      |      |                  |      |      |                            |      |      |                            |      |      |

**Appendix A - School and Student Performance Data (continued)**

**Table 2: Title III Accountability**

| <b>District Data</b>         |                       |            |            |  |            |            |
|------------------------------|-----------------------|------------|------------|--|------------|------------|
| 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%      |
| <b>Met Target</b>            | <b>Yes</b>            | <b>Yes</b> | <b>Yes</b> | <b>Yes</b>                             | <b>Yes</b> | <b>Yes</b> |

**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             | 83  | 75              | 89              | 78              | 60              | 80              | 100              | 100             | 100             | --              | --              | --              |
| Number At or Above Proficient  | --  | --              | --              | --              | --              | --              | --               | --              | --              | --              | --              | --              |
| Percent At or Above Proficient | --  | --              | --              | --              | --              | --              | --               | --              | --              | --              | --              | --              |
| AYP Target                     | 24.4*<br>22.3**   | 35.2*<br>33.4** | 46.0*<br>44.5** | 24.4*<br>22.3** | 35.2*<br>33.4** | 46.0*<br>44.5** | 24.4*<br>22.3**  | 35.2*<br>33.4** | 46.0*<br>44.5** | 24.4*<br>22.3** | 35.2*<br>33.4** | 46.0*<br>44.5** |
| Met AYP Criteria               | 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             | 100   | 100             | 100             | --               | 100             | 100             | 86                         | 67              | 100             | 0                       | 67              | 100             |
| Number At or Above Proficient  | --  | --              | --              | --               | --              | --              | --                         | --              | --              | --                      | --              | --              |
| Percent At or Above Proficient | --  | --              | --              | --               | --              | --              | --                         | --              | --              | --                      | --              | --              |
| AYP Target                     | 24.4*<br>22.3**   | 35.2*<br>33.4** | 46.0*<br>44.5** | 24.4*<br>22.3**  | 35.2*<br>33.4** | 46.0*<br>44.5** | 24.4*<br>22.3**            | 35.2*<br>33.4** | 46.0*<br>44.5** | 24.4*<br>22.3**         | 35.2*<br>33.4** | 46.0*<br>44.5** |
| Met AYP Criteria               | --  | --              | --              | --               | --              | --              | --                         | --              | --              | --                      | --              | --              |

\*= 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             | 100   | 80              | 89              | 100             | 63              | 78              | 100              | 100             | 100             | --              | --              | --              |
| Number At or Above Proficient  | --  | --              | --              | --              | --              | --              | --               | --              | --              | --              | --              | --              |
| Percent At or Above Proficient | --  | --              | --              | --              | --              | --              | --               | --              | --              | --              | --              | --              |
| AYP Target                     | 26.5*<br>20.9**                               | 37.0*<br>32.2** | 47.5*<br>43.5** | 26.5*<br>20.9** | 37.0*<br>32.2** | 47.5*<br>43.5** | 26.5*<br>20.9**  | 37.0*<br>32.2** | 47.5*<br>43.5** | 26.5*<br>20.9** | 37.0*<br>32.2** | 47.5*<br>43.5** |
| Met AYP Criteria               | Yes   | Yes             | No              | --              | --              | --              | --               | --              | --              | --              | --              | --              |

| 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             | 100   | 100             | 100             | --               | 100             | 100             | 100                        | 86              | 100             | 100                     | 100             | 100             |
| Number At or Above Proficient  | --  | --              | --              | --               | --              | --              | --                         | --              | --              | --                      | --              | --              |
| Percent At or Above Proficient | --  | --              | --              | --               | --              | --              | --                         | --              | --              | --                      | --              | --              |
| AYP Target                     | 26.5*<br>20.9**                               | 37.0*<br>32.2** | 47.5*<br>43.5** | 26.5*<br>20.9**  | 37.0*<br>32.2** | 47.5*<br>43.5** | 26.5*<br>20.9**            | 37.0*<br>32.2** | 47.5*<br>43.5** | 26.5*<br>20.9**         | 37.0*<br>32.2** | 47.5*<br>43.5** |
| Met AYP Criteria               | --  | --              | --              | --               | --              | --              | --                         | --              | --              | --                      | --              | --              |

\* = 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 |   |
|              | #  | % | #              | % | #            | % | #                  | %   | #         | %   | #             |   |
| <b>9</b>     |  |   |                |   |              |   |                    |     |           |     |               |   |
| <b>10</b>    |  |   |                |   |              |   |                    |     |           |     |               |   |
| <b>11</b>    |  |   |                |   |              |   |                    |     |           |     |               |   |
| <b>12</b>    |  |   |                |   |              |   | *****              | *** | *****     | *** |               | 2 |
| <b>Total</b> |  |   |                |   |              |   | *****              | *** | *****     | *** |               | 2 |

## 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)

Use of state and local assessments to identify students' academic level.

Special Education students receive services through an Instructional Support Program Model.

Response to Intervention is the model used by the school to address students' academic needs.

Students are offered an intervention class, tutoring, and supplemental materials to provide academic support for those students who are not proficient and/or have not passed the CAHSEE.

The site administered math and reading tests are used to give teachers an initial indication of each student's academic ability. Teachers also evaluate available CST and CAHSEE scores.

Teachers meet individually with students and create individual learning goals and plans for students.

Students may participate in an Educational Careers Academy where students are placed as instructional assistants in local elementary classrooms.

### 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)

Teachers meet requirements for highly qualified staff.

Teachers receive on-site professional development.

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

The staff participates in professional conferences as well as on-site professional development to promote the use of "best practices" instructional strategies to improve students' access to content in grade level text, as well as improve critical thinking, reading and writing skills.

### 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)

Alignment of curriculum, instruction, and materials to content and performance standards. Teachers have created subject pacing guides as well as use standards aligned curriculum.

### 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)

All students are invited to participate in all courses. Students identified as below grade level in reading are provided a reading intervention class. Students who have not passed the exit exam are provided a course to improve academic achievement in the areas addressed on the CAHSEE.

### 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)

Parents/guardians are invited to attend and participate in school activities and the School Site Council.

### Funding

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

READ 180 and online learning opportunities are provided to students to support achievement. Instructional support model is used for special education students as well as other struggling learners. High interest low readability books are available for struggling readers for silent sustained reading. Support material and supplies to assist the learning for other curricular areas is purchased through Title 1 funding as well as a part-time academic counselor.

## 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<br><u>Purpose:</u> Assist expectant and parenting students succeed in school.                                |                   |
| <input type="checkbox"/> Economic Impact Aid/ State Compensatory Education<br><u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.        |                   |
| <input type="checkbox"/> Economic Impact Aid/ English Learner Program<br><u>Purpose:</u> Develop fluency in English and academic proficiency of English learners               |                   |
| <input type="checkbox"/> High Priority Schools Grant Program<br><u>Purpose:</u> Assist schools in meeting academic growth targets.   |                   |
| <input type="checkbox"/> Instructional Time and Staff Development Reform<br><u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas. |                   |
| <input type="checkbox"/> Peer Assistance and Review<br><u>Purpose:</u> Assist teachers through coaching and mentoring.   |                   |
| <input type="checkbox"/> Pupil Retention Block Grant<br><u>Purpose:</u> Prevent students from dropping out of school.  |                   |
| <input checked="" type="checkbox"/> School and Library Improvement Program Block Grant<br><u>Purpose:</u> Improve library and other school programs.                           | \$1,000.00        |
| <input type="checkbox"/> School Safety and Violence Prevention Act<br><u>Purpose:</u> Increase school safety.  |                   |
| <input type="checkbox"/> Tobacco-Use Prevention Education<br><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):   |                   |
| <b>Total amount of state categorical funds allocated to this school:</b>   | <b>\$1,000.00</b> |

| <b>Federal Programs under No Child Left Behind (NCLB)</b>                            |   | <b>Allocation</b>  |
|--|---|--------------------|
| <input type="checkbox"/>   | Title I, Neglected<br><u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution  |                    |
| <input type="checkbox"/>   | Title I, Part D: Delinquent<br><u>Purpose:</u> Supplement instruction for delinquent youth  |                    |
| <input type="checkbox"/>   | Title I, Part A: Schoolwide Program<br><u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas   |                    |
| <input checked="" type="checkbox"/>  | Title I, Part A: Targeted Assistance Program<br><u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency   | \$21,306.00        |
| <input type="checkbox"/>   | Title I, Part A: Program Improvement<br><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   |                    |
| <input type="checkbox"/>   | Title II, Part A: Teacher and Principal Training and Recruiting<br><u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals  |                    |
| <input type="checkbox"/>   | Title II, Part D: Enhancing Education Through Technology<br><u>Purpose:</u> Support professional development and the use of technology  |                    |
| <input type="checkbox"/>   | Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students<br><u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards |                    |
| <input type="checkbox"/>   | Title IV, Part A: Safe and Drug-Free Schools and Communities<br><u>Purpose:</u> Support learning environments that promote academic achievement   |                    |
| <input type="checkbox"/>   | Title V: Innovative Programs<br><u>Purpose:</u> Support educational improvement, library, media, and at-risk students   |                    |
| <input type="checkbox"/>   | Title VI, Part B: Rural Education Achievement<br><u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs  |                    |
| <input type="checkbox"/>   | Other Federal Funds (list and describe(42))   |                    |
| <b>Total amount of federal categorical funds allocated to this school:</b>           |   | <b>\$21,306.00</b> |
| <b>Total amount of state and federal categorical funds allocated to this school:</b> |   | <b>\$22,306.00</b> |

(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               | 500.00   | 21,306.00 |     |         |
| Carryover                | 500.00   |           |     |         |
| Indirect Costs           |          |           |     |         |
| Direct Costs             |          |           |     |         |
| Transfer to General Fund |          |           |     |         |
| NCLB                     |          |           |     |         |
| Intervention Programs    |          |           |     |         |
| Less Testing Team        |          |           |     |         |
| Plus Parent Involvement  |          |           |     |         |
| Schools Allocation       | 1,000.00 | 21,306.00 |     |         |

| 2009-10 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION |   |                 |                  |            |                |
|--|---|-----------------|------------------|------------|----------------|
| Object Code  | Description of Services   | SIP Amount      | Title I Amount   | LEP Amount | Title V Amount |
| 1302   | <b>Director of Special Programs:</b> 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   | <b>Curriculum Specialist:</b> Provides support/staff development/modeling for new teachers, resource teachers.  |                 |                  |            |                |
| 2422   | <b>Secretarial:</b> Processes and maintains records, originates purchase orders, provides clerical support  |                 |                  |            |                |
| 2442   | <b>Technician:</b> Provides network support for language arts intervention programs   |                 |                  |            |                |
| 2452   | <b>Program Analyst:</b> Processes purchase orders and personnel requisitions, provides financial informational support  |                 |                  |            |                |
| 2432   | <b>Warehouse Assistant:</b> Assists in district-wide book vendor fair, processes and orders library materials.  |                 |                  |            |                |
| 2932   | <b>Community Liaison:</b> Acts as liaison and translator for the Vietnamese community and the school sites.   |                 |                  |            |                |
| 3000   | <b>Employee Benefits:</b> Certificate and classified benefits   |                 |                  |            |                |
| 4000   | <b>Supplies:</b> Programming curriculum materials, office supplies, computer software   | 1,000.00        | 18,306.00        |            |                |
| 5000   | <b>Conferences, Mileage:</b> Reimbursement for professional development, program in-services/conferences, mileage, printing   |                 | 3,000.00         |            |                |
|  | <b>TOTALS</b>   | <b>1,000.00</b> | <b>21,306.00</b> |            |                |

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 (Vicente-Martinez 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: 2/26/2010

Attested:

Carol Adams

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Sabrina Emigh

\_\_\_\_\_  
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:**

We pledge to always do our best work and focus on improving our knowledge and skills. We will work together with our teachers, counselors and parents/guardians to create a plan for our future.

### **Parents Pledge:**

We pledge to be partners with school staff and our students to support the educational goals set forth in this document.

### **Staff Pledge:**

We pledge to work together toward continual improvement of the educational experience of our students and to continually seek instructional strategies to improve our students' academic achievement. We also pledge to work with our students to create individual plans for their future after high school.

## Appendix G - School Site Council Membership: Vicente-Martinez 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                  |
|--|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| Carol Adams                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Sabrina Emigh                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Carmen Farthing                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| David Eliaser                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Jessica Hornberger                         | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Lorena Castillo                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Paula Marchese                             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Matthias Marzel                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Numbers of members of each category</b> | <b>1</b>                            | <b>3</b>                            | <b>0</b>                 | <b>1</b>                            | <b>3</b>                            |

(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.