

SNOWLINE JOINT UNIFIED SCHOOL DISTRICT

2009-10

Plan Year

– AYP –

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Chaparral High School

School Name

Dave Smith

Principal

Date of this revision:

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

**Snowline Joint Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT**

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CATEGORICAL FUNDING ALLOCATION

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds were allocated to the school in accordance with district policy. The following school budget allocations are included:

Schoolwide Program

School Based Coordinated Program

| District Programs | | Allocation |
|-------------------|--|------------|
| [X] | Discretionary Funding <u>Purpose:</u> Assist schools. | \$49,133 |

| State Programs | | Allocation |
|---|---|------------|
| [] | Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Assist educationally disadvantaged students in regular program | \$ |
| [] | Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop English fluency and academic proficiency of EL students | \$ |
| [] | School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs | \$ |
| [] | Gifted and Talented Education <u>Purpose:</u> Assist eligible students in regular program and enrichment | \$ |
| [] | Site Based Coordinated Plan (SBCP) | \$ |
| [] | English Language Acquisition Program (ELAP) | \$ |
| Total amount of state categorical funds allocated to this school: | | \$ |

| Federal Programs under No Child Left Behind (NCLB) | | Allocation |
|---|--|-----------------|
| [] | Title I, Part A: Schoolwide Program <u>Purpose:</u> Update entire educational program in eligible high poverty schools | \$ |
| [] | Title I, Part A: Targeted Assistance | \$ |
| [] | Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that failed to meet NCLB AYP targets | \$ |
| [] | Title III, Part A: Language Instruction, Limited-English Proficient Students <u>Purpose:</u> Supplement language instruction to assist LEP students to attain English proficiency and meet academic performance standards | \$ |
| [] | Other Programs: | \$ |
| Total amount of federal categorical funds allocated to the school: | | \$ |
| Total amount of state and federal categorical funds allocated to this school | | \$49,133 |

SCHOOL SITE COUNCIL MEMBERSHIP

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|--|-----------|-------------------|--------------------|----------------------------|--------------------|
| David Smith | [X] | [] | [] | [] | [] |
| Nikki Ewing | [] | [] | [X] | [] | [] |
| Charles La Voie | [] | [X] | [] | [] | [] |
| Ahrion Gallegos | [] | [] | [] | [] | [X] |
| Isai Soto | [] | [] | [] | [] | [X] |
| Jacob De Boer | [] | [] | [] | [] | [X] |
| Jovanny Ortega | [] | [] | [] | [] | [X] |
| Rebecca Soto | [] | [] | [] | [X] | [] |
| Numbers of members of each category | 1 | 1 | 1 | 1 | 4 |

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

It is important to accurately determine the board's policy before proceeding with the school planning process.

SCHOOL PROFILE / DEMOGRAPHIC INDICATORS
Chaparral High School

| Grade Levels | Total Enrollment | Enrollment for Students with Disabilities | | | | Enrollment by Program | | | |
|----------------|------------------|---|----------|----------|----------|-----------------------|-----------|-------------|----------|
| | | RSP | SDC | 504 | Speech | EL | EL/RFEP | F & R Lunch | GATE |
| 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| 11 | 91 | 1 | 0 | 2 | 1 | 7 | 10 | 60 | 0 |
| 12 | 157 | 3 | 0 | 4 | 0 | 17 | 9 | 98 | 0 |
| Totals: | 260 | 4 | 0 | 6 | 1 | 24 | 19 | 165 | 0 |

| Percentage of Enrollment by Ethnicity | |
|---------------------------------------|--------|
| American Indian | 0.38% |
| Asian | 1.15% |
| Black | 7.31% |
| Hispanic | 43.46% |
| White | 45.38% |
| Multiple/No Response | 2.31% |

| Mobility for End-of-Year (June 2009) | |
|--|-----|
| a. Total Year Losses: | 245 |
| b. Total Gains: | 222 |
| c. Total (a+b) | 467 |
| d. Mobility Rate: (c+total population) | 727 |

| End-of-Year (June 2009) Data | | | | |
|------------------------------|---------------|-------------|------------|------------|
| | SST Referrals | Suspensions | Expulsions | Retentions |
| 9 | | 1 | | |
| 10 | 1 | 11 | 2 | |
| 11 | 1 | 36 | 10 | |
| 12 | | 47 | 5 | |
| Totals: | 2 | 95 | 17 | 0 |

Snowline Process for Data Analysis and Student Needs Assessment

Every school in the Snowline District spends extensive time in the fall analyzing state data and site demographics prior to writing the school plan. First the staff meets to look at data schoolwide, and then meets by grade level or subject matter to further analyze student success, and apparent gaps in student achievement. At both sessions, all subgroups are considered and discussed.

Based on this analysis, schoolwide goals are written to address student achievement, safe and drug free schools, GATE and other site specific issues. (Beginning with page 9)

Each grade or content area then writes one to three succinct goals that they will focus on to achieve the schoolwide goals. The final School Plan for Student Achievement (SPSA) includes both the schoolwide and the grade/content area goals.

The School Plan goals are reviewed often, in particular when grade level/content areas meet on collaborative Wednesdays to review student success, and continue to monitor students at-risk. They review each focus goal and discuss whether it is working or not, plan specific interventions, and design lessons to address the goal. At the end of the year, departments/grade levels meet with the principal to review the success of their specific focus goals to meet the schoolwide goals.

Focus on Standards (FOS) Coaches meet regularly with district curriculum team members to analyze benchmark assessments, and based on those results, plan for needed intervention, and strategies to improve instruction. FOS Coaches, or district curriculum team members provide specific staff development as needed or requested to assist in the goals.

Students-at-risk, special education students, English Language Learner students, and students who are underperforming, are monitored often with formal and informal assessment to check for proficiency in specific standards. Interventions are then utilized to try to help the student achieve proficiency.

As a school, the staff fills out the School Improvement Progress Report beginning with the summative data from the state testing results. Three other times during the course of the year, usually around the time of interim assessments, the staff records what progress has been made towards the goal based on the most recent data.

AYP Performance Goals

Determine the school's improvement goals in the areas of English Language Arts and Mathematics as determined by state performance data.

| English Language Arts | | | | | |
|--|----------------|------------------|----------|------------------|-------------|
| Student Population | 2009 Goal | 2009 Achievement | Goal Met | 2010 AMO | School Goal |
| All Students | 46%* / 44.5%** | -- | Yes | 56.8%* / 55.6%** | 55.6% |
| African American | 46%* / 44.5%** | -- | -- | 56.8%* / 55.6%** | |
| American Indian | 46%* / 44.5%** | -- | -- | 56.8%* / 55.6%** | |
| Asian | 46%* / 44.5%** | -- | -- | 56.8%* / 55.6%** | |
| Hispanic | 46%* / 44.5%** | -- | -- | 56.8%* / 55.6%** | |
| White | 46%* / 44.5%** | -- | -- | 56.8%* / 55.6%** | |
| Socioeconomically Disadvantaged | 46%* / 44.5%** | -- | -- | 56.8%* / 55.6%** | |
| English Learners | 46%* / 44.5%** | -- | -- | 56.8%* / 55.6%** | |
| Students with Disabilities | 46%* / 44.5%** | -- | -- | 56.8%* / 55.6%** | |

* = AYP Target for Elementary/Middle Schools: (2009=46%), (2010=56.8%)

** = AYP Target for High Schools: (2009=44.5%), (2010=55.6%)

| Mathematics | | | | | |
|--|------------------|------------------|----------|----------------|-------------|
| Student Population | 2009 Goal | 2009 Achievement | Goal Met | 2010 AMO | School Goal |
| All Students | 47.5%* / 43.5%** | -- | Yes | 58%* / 54.8%** | 54.8% |
| African American | 47.5%* / 43.5%** | -- | -- | 58%* / 54.8%** | |
| American Indian | 47.5%* / 43.5%** | -- | -- | 58%* / 54.8%** | |
| Asian | 47.5%* / 43.5%** | -- | -- | 58%* / 54.8%** | |
| Hispanic | 47.5%* / 43.5%** | -- | -- | 58%* / 54.8%** | |
| White | 47.5%* / 43.5%** | -- | -- | 58%* / 54.8%** | |
| Socioeconomically Disadvantaged | 47.5%* / 43.5%** | -- | -- | 58%* / 54.8%** | |
| English Learners | 47.5%* / 43.5%** | -- | -- | 58%* / 54.8%** | |
| Students with Disabilities | 47.5%* / 43.5%** | -- | -- | 58%* / 54.8%** | |

* = AYP Target for Elementary/Middle Schools: (2009=47.5%), (2010=58%)

** = AYP Target for High Schools: (2009=43.5%), (2010=54.8%)

Chaparral High School 2009-10 School Area Goals

The school site council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the school site council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards. A goal for Safe and Drug Free Schools was also written.

| | |
|--|--|
| SCHOOL GOAL #1 | |
| Based on analysis of program components from local and state data, demographics, and other pertinent information: | |
| Subject Area: <input checked="" type="checkbox"/> English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Safe and Drug Free <input type="checkbox"/> Other: | |
| Goal: The number of 10th grade students who score proficient on the English/Language Arts portion of the CAHSEE will increase to 55.6% for all subgroups in 2010. The percentage of students scoring proficient on the E/La CSTs will increase to 55.6% | |
| Student subgroups and grade levels to participate in this goal: AYP: All 10th grade students who test the E/LA CAHSEE, including all significant ethnic groups, SWD and EL students. CSTs: All 9th-11th grade students who test, including SWD, SED and all significant ethnic groups. | Anticipated annual performance growth for each subgroup, grade level: AMO for 2010 for 10th grade students E/LA CAHSEE 55.6% proficiency for all subgroups. |
| Method of evaluating progress toward this goal: Quarterly CRTs in E/LA grade 10 and 11 as administered. IDMS data analysis during STPT days to evaluate progress towards proficiency on essential standards for E/LA. CAHSEE and CSTs scores at spring testing for proficiency. | Subgroup data to be collected to measure academic gains: Number of students in subgroups minimal at 10th grade level, therefore individual results will be evaluated to measure progress towards overall goal of 55.6% proficient on the CAHSEE. The growing Hispanic subgroup and SWD subgroup results will be examined for progress as a subgroup towards proficiency on the CSTs. |

| Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.) | Proposed Expenditures | Estimated Cost | Funding Source | Centralized Service |
|--|-----------------------|---|----------------|---------------------------------|
| AREAS OF FOCUS: *Observations: 1) Writing Strategies at 36.4% proficient (10th grade) 11.9% drop from 2008 and 1.4% proficient (11th grade) a 7.3% drop. 2) Written & Oral Language Conventions at 36.3% proficient (10th grade) a drop of 9.9% from 2008 and 38.9% (11th grade) a 10.5% drop. | N/A | | | [] [] [] [] [] |
| INTERVENTION STRATEGIES *Review individual scores on both the CAHSEE and CSTs to target areas for improvement in order to develop an individual plan for students. *Interim district assessments administered at quarters will be used to identify needed changes in teaching strategies and/or materials and areas of student improvement or continuing weakness. *Using information from the district EL coordinator including CELDT scores, special needs of any EL students will be identified and interventions planned. | None | | | [] [] [] [] [] |
| TEACHING SUPPORT RESOURCES *Study Island. Study Island is an on-line program students can access both at home and school. The program uses pre-tests, tests and quizzes, and remediation strategies to develop student skills in the essential standards addressed on the CAHSEE and CSTs. All students in grades 9-11 and 12th grade students who have not passed the CAHSEE will be trained and required to be engaged in the use of Study Island as part of their ELA courses. | | Study Island \$621 per yearly license AR - \$750 per yearly license | | [] [] [] [] |

| Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.) | Proposed Expenditures | Estimated Cost | Funding Source | Centralized Service |
|--|-----------------------|----------------|----------------|---------------------------------|
| <p>Relevant target areas will be used to dictate the individual use of the program.</p> <p>*Accelerated Reading On line tests for reading comprehension used as part of the ELA course requirements.</p> <p>*CAHSEE English/Language Arts Study Guides Provided by the state for use in preparing students for the CAHSEE. Used for test prep in 10th grade English class.</p> | None | | | [] |
| <p>PROFESSIONAL DEVELOPMENT To support improvement of student writing skills the English department will provide mini lessons to teaches to improve writing across the curriculum. Best practice writing goals and standards will also be provided by the English department to support critical reading and writing challenges.</p> | None | | | [] [] [] [] [] |
| <p>PARENT/COMMUNITY INVOLVEMENT Aeries Parent Portal combined with teacher contacts via phone or email will be used to keep parents/guardians involved and aware of students' progress.</p> | None | | | [] [] [] [] [] |

Chaparral High School 2009-10 School Area Goals

The school site council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the school site council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards. A goal for Safe and Drug Free Schools was also written.

| | |
|--|---|
| SCHOOL GOAL #2 Based on analysis of program components from local and state data, demographics, and other pertinent information: | |
| Subject Area: <input type="checkbox"/> English/Language Arts <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Safe and Drug Free <input type="checkbox"/> Other: | |
| Goal: The number of 10th grade students who score proficient on the Mathematics portion of the CAHSEE will increase to 54.8% proficiency for all subgroups in 2010. Scores on the 2010 CSTs for grades 9-11 will also increase to the 54.8% proficiency goal. | |
| Student subgroups and grade levels to participate in this goal: AYP: All 10th grade students testing the Math CAHSEE portion, including ethnic, SWD and EL students. CSTs: 9-11 grade students who test, including SWD, SED, EL and all significant ethnic groups. | Anticipated annual performance growth for each subgroup, grade level: AMO for 2010 for 10th grade students Math CAHSEE is 54.8% proficiency for all subgroups. |
| Method of evaluating progress toward this goal: Quarterly CRTs in Math (Algebra and Geometry), grade 9-11 as administered. IDMS data analysis during STPT days to evaluate progress towards proficiency on essential standards. Math CAHSEE and CSTs scores at spring testing for proficiency. | Subgroup data to be collected to measure academic gains: Numbers of students in subgroups minimal at 10th grade level, therefore individual results will be examined to measure progress towards overall goal of 54.8% proficiency on the CAHSEE. |

| Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.) | Proposed Expenditures | Estimated Cost | Funding Source | Centralized Service |
|---|-----------------------|---|----------------|---------------------------------|
| <p>AREAS OF FOCUS: *Observations (Geometry): Although in 3 of the 4 cluster areas there was a significant increase in the number of questions answered right, the number of students who scored proficient in Geometry (8%) is well below the AMO standard of 43.5% for 2009. An emphasis on the Logic and Geometric Proofs cluster and the Volume and Area Formula cluster will help narrow the schools focus on core standards, thereby increasing competency. The specific standards that will be emphasized are 4.0, 5.0, 7.0, 8.0, 9.0, and 10.0.</p> <p>Observation (Algebra): Although there were signs of improvement (proficient rate increased by 7%), on the whole students are still scoring low in all areas tested on the Algebra CSTs. By concentrating on the cluster(s) with lowest percentage right and highest number of questions on the test, scores should show improvement. Therefore, the clusters given the most emphasis will be 1) Graphing and 2) Systems of Linear Equations.</p> | None | | | [] [] [] [] [] |
| <p>INTERVENTIONS:</p> <p>Each student will be assessed for prior knowledge of the essential concepts that are taught in the math classes.</p> <p>Basic skill sets will be identified that may be lacking in students and therefore hindering their progress in mathematics.</p> <p>To effectively prepare students for either the Algebra or Geometry CSTs and CAHSEE a comprehensive review of prerequisite skills should begin the instructional year.</p> <p>After school tutoring will be offered two days a week for students who need additional support.</p> | None | | | [] [] [] [] |
| <p>TEACHING SUPPORT RESOURCES 1. Study Island. An online math program that students may access at home or school. By using the pretest students prerequisite skills and/or progress can be measured. The</p> | | Study Island - \$670 per year license | | [] [] |

| Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.) | Proposed Expenditures | Estimated Cost | Funding Source | Centralized Service |
|--|------------------------------|-----------------------|-----------------------|--|
| <p>program also contains an instruction element for any questions missed on the tests. Study Island is designed to strengthen a student's ability to obtain the essential math skills needed to master the CAHSEE and CSTs.</p> <p>2. District Pacing Plans and Assessments. The pacing plans aide the teachers in teaching the math essential standards in a timely fashion. The assessments assist teachers in ascertaining student progress, the success of instructional practices, and needed re-teaching of concepts..</p> | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <p>PROFESSIONAL DEVELOPMENT The CAHSEE math class instructor is well acquainted with Study Island and its capabilities. Other teachers in the math department will be trained to use the program as needed to reinforce student learning through practice and remediation.</p> | None | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <p>PARENT/COMMUNITY INVOLVEMENT Aeries Parent Portal combined with teacher contacts via phone or email, will be used to keep parents/guardians involved and aware of students' progress.</p> | None | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**Chaparral High School
2009-10 School Area Goals**

The school site council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the school site council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards. A goal for Safe and Drug Free Schools was also written.

| | |
|--|--|
| SCHOOL GOAL #3 | |
| Based on analysis of program components from local and state data, demographics, and other pertinent information: | |
| Subject Area: [] English/Language Arts [] Mathematics [X] Safe and Drug Free [] Other: | |
| Goal: We will use the necessary strategies to ensure that the learning environment is safe, drug free, and conducive to learning at all times. | |
| Student subgroups and grade levels to participate in this goal: All students | Anticipated annual performance growth for each subgroup, grade level: Not Applicable |
| Method of evaluating progress toward this goal: Observations, suspensions, expulsions, Healthy Kids Surveys, counseling referrals, Student and Parent Surveys. | Subgroup data to be collected to measure academic gains: Not Applicable |

| Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.) | Proposed Expenditures | Estimated Cost | Funding Source | Centralized Service |
|--|-----------------------|----------------|----------------|---------------------------------|
| After analyzing the current school environment, the proceeding years discipline records, and the perceptions of the school community as ascertained by fall surveys, the following strategies will be used to ensure that the learning environment is safe, drug free and conducive to learning: *Inform students and parents of the school handbook, which contains the student code of conduct, re-emphasizing acceptable behavior. *Review, conduct and provide staff with necessary emergency procedures. *Counselor interventions will include: conflict resolution, drug and alcohol classes, anger management classes, Synergy and crisis intervention. | No additional Cost | | | [] [] [] [] [] |
| Area of Focus Two: Involve all stakeholders (administration, teachers, classified staff, students and parents) in the process of developing, implementing and evaluating strategies to ensure a safe school by: *Counselor will continue to meet with all new enrolling students and parents/guardians to review school handbook and expectations. *Involve student leaders in dissemination of behavior expectations and encouraging students to behave in accordance with school standards. *Risk management representative will update, review and provide all staff members with emergency procedures and assignments. *Parents will be informed concerning crisis intervention, drug awareness and emergency procedures via the monthly newsletter and Connect Ed. | No additional Cost | | | [] [] [] [] [] |

**Chaparral High School
2009-10 School Area Goals**

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| | |
|--|--|
| SCHOOL GOAL #4 | |
| Based on analysis of program components from local and state data, demographics, and other pertinent information: | |
| Subject Area: [] English/Language Arts [] Mathematics [] Safe and Drug Free [] Other: | |
| Goal: | |
| Student subgroups and grade levels to participate in this goal: | Anticipated annual performance growth for each subgroup, grade level: |
| Method of evaluating progress toward this goal: | Subgroup data to be collected to measure academic gains: |

| Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.) | Proposed Expenditures | Estimated Cost | Funding Source | Centralized Service |
|---|-----------------------|----------------|----------------|---------------------------------|
| | | | | [] [] [] [] [] |

**Chaparral High School
2009-10 School Area Goals**

The school site council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the school site council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards. A goal for Safe and Drug Free Schools was also written.

| | |
|--|--|
| SCHOOL GOAL #5 | |
| Based on analysis of program components from local and state data, demographics, and other pertinent information: | |
| Subject Area: [] English/Language Arts [] Mathematics [] Safe and Drug Free [] Other: | |
| Goal: | |
| Student subgroups and grade levels to participate in this goal: | Anticipated annual performance growth for each subgroup, grade level: |
| Method of evaluating progress toward this goal: | Subgroup data to be collected to measure academic gains: |

| Areas of Focus to Reach the Goal (Teaching and Learning, Staffing, Professional Development, etc.) | Proposed Expenditures | Estimated Cost | Funding Source | Centralized Service |
|---|-----------------------|----------------|----------------|---------------------------------|
| | | | | [] [] [] [] [] |

**Chaparral High School
2009-10 Grade/Course Plan to Meet Goals**

| | |
|---|--|
| Course/Grade: English/CAHSEE ELA / Grades 9-12 | Team Participants: Bob Cornett, English 9-11, and CAHSEE ELA Leslie Thompson, English 12 Brian Olson, Independent Study |
| School Goal: [X] English/Language Arts [] Mathematics [] Other: | |
| Area(s) of Focus: Increase proficiency rate for Writing Strategies and Written and Oral Language Conventions Clusters | |

| Actions What steps will you take to achieve the school goal? | Timeline | Method of Evaluation | Persons Responsible |
|---|---------------------|------------------------------------|------------------------------------|
| Review individual scores on CSTs and CAHSEE . Meet with 11th and 12th grade students to review progress on CAHSEE and to established an individualized plan for successful completion of the E/LA portion of the CAHSEE | August - Sept 2009 | Student ILPs State Test Results | English teacher(s) |
| Train and enroll students in Study Island program and monitor for student use. | August - Ongoing | Student Reports | E/LA Teachers |
| Adapt and improve lesson plans to focus on clear writing strategies that enhance comprehension and writing skills | Ongoing | Lesson Plans Student Work | E/LA Teachers |
| Develop schoolwide writing plan to ensure uniformity in writing across all subject areas. | Oct - November 2009 | Writing Plan | FOS Coordinator/English Department |
| To rigorously challenge students and prepare them for the STAR testing experience, the E/LA teachers will conduct simulations of the state standards assessment tools (ie CSTs and CAHSEE). This will be done through longer testing periods, test formats that mimic the state tests and released questions This process will occur throughout the year. | Ongoing | Test results | Teachers |

**Chaparral High School
2009-10 Grade/Course Plan to Meet Goals**

| | |
|---|---|
| Course/Grade: Geometry / | Team Participants: Jerry Grundy Kevin O'Leary Mike Steadman |
| School Goal: [] English/Language Arts [X] Mathematics [] Other: | |
| Area(s) of Focus: Geometry: Increase the student mastery of the Angle Relationships, Constructions, and Lines strand/cluster by concentration on standards 4.0, 5.0, 7.0, 8.0, 9.0 and 10.9. Algebra 1 - Major focus will be placed on the strands/clusters of 1) Graphing and 2) Systems of Linear Equations. | |

| Actions What steps will you take to achieve the school goal? | Timeline | Method of Evaluation | Persons Responsible |
|--|------------------------------------|--|-----------------------------|
| GEOMETRY - Step 1 *Continue with the same course of action for the three Strand/Clusters that reflected the most growth: 1) Logic and Geometric Proofs, 2) Volume and Area Formulas 3) Trigonometry | Ongoing | Periodic Assessments of student performance | Geometry teacher - Steadman |
| Geometry Step 2 *Conduct a review of the individual standards that comprise the Angle Relationships, Constructions, and Line strand/clusters. Establish a baseline for instruction based on 1) last year CSTs results and 2) students performance on the review. According to gathered data identify standards with the strand/clusters that will best impact future performance. | August - September 2009 | Student performance on review CSTs - Geometry results 2009 | Geometry teacher - Steadman |
| Geometry - Step 3 Pacing plans will be restructured to ensure basic Algebra and Geometry skill sets are mastered prior to moving on to more complex operations. Students will be given textbook assignments, worksheets and periodic quizzes and tests to evaluate and ensure mastery. | Ongoing throughout year | Assignments, quizzes, tests | Geometry teacher - Steadman |
| Geometry - Step 4 Chapters will be broken down to sets of tests that will target specific standards and questions modeled from the Geometry CSTs. Special emphasis on low performing students and EL students. | Ongoing | Chapter tests sets. Student performance on tests | Geometry teacher - Steadman |
| Geometry - Step 5 At quarter marks, review data from district assessments for student progress, areas of weakness, modifications in instructional practices, as well as individual student needs. | Oct 2009, January 2010, March 2010 | Data from district wide assessments | Geometry teacher - Steadman |

**Chaparral High School
2009-10 Grade/Course Plan to Meet Goals**

| | |
|---|---|
| Course/Grade: Algebra 1, Algebra 1+ / Linear Algebra | Team Participants: Jerry Grundy Kevin O'Leary Mike Steadman |
| School Goal: [] English/Language Arts [X] Mathematics [] Other: | |
| Area(s) of Focus: To prepare students for the Algebra CSTs and mathematics portion of the CAHSEE we will need to develop and increase the skills sets of our students in all areas of the state standards. Our concentration this year will be, starting from first to last: 1) Systems of Linear Equations, 2) Functions and Rational Expressions, 3) Number Properties, Operation & Linear Equations. | |

| Actions What steps will you take to achieve the school goal? | Timeline | Method of Evaluation | Persons Responsible |
|---|--|--|---|
| Algebra Step 1: Pacing plans will be restructured to ensure basic skills by moving toward complex operations. | August 2009 - ongoing throughout the school year | Students performance on assessments | Algebra teachers - Grundy, Steadman, and O'Leary (CAHSEE) |
| Algebra Step 2: Assessment on skill levels will be given at the beginning of the year and on entry into class, to determine course placement and individual student needs. | August 2009 (Note: Continue assessments for new students throughout the school year) | Assessment results | Algebra teachers - Grundy, Steadman, O'Leary (CAHSEE) |
| Algebra Step 3 Review basic and general math skills to build a foundation for more complex operations and advanced Algebra skills. | August - September 2009 | Sample lessons; reviews | Algebra teachers - Grundy, Steadman |
| Algebra Step 4 Additional worksheets and periodic quizzes to evaluate student progress and ensure mastery of mathematical concepts. | Ongoing | Worksheets, quizzes Student progress and performance in courses | Algebra teachers - Steadman, Grundy, and O'Leary (CAHSEE) |
| Algebra Step 5 After school tutoring in place for low performing students and/or students who fall behind and need extra support. | Ongoing | Tutoring calendar | Algebra teacher - Grundy |

**Chaparral High School
2009-10 Grade/Course Plan to Meet Goals**

| | |
|--|---|
| Course/Grade: Not Applicable / | Team Participants: Principal, Dean, Counselor All classified and certificate staff members |
| School Goal: [] English/Language Arts [] Mathematics [X] Other: Safe and Drug Free Schools | |
| Area(s) of Focus: Use the necessary strategies to ensure that the learning environment is safe, drug free, and conducive to learning at all times. | |

| Actions What steps will you take to achieve the school goal? | Timeline | Method of Evaluation | Persons Responsible |
|--|------------------------------------|---|--|
| Conduct student and parent surveys to determine the school community's perceptions about the school climate and safety;y. | September - October 2009 | Student Survey Parent Survey | Dean |
| Beginning of year all teachers will review handbook with students in their second period class to ensure that all students understand the rules and expectations of the school. | August 2009 | Handbook | Teachers |
| All new enrolling students and their parents will attend an enrollment session where the rules and expectations of the school will be explained in detail. | Ongoing | Enrollment Power point | Counselor |
| Risk Management representative and site disaster coordinator will update emergency team rosters, evacuation plans, and inventory supplies. Emergency drills planned, with practice and schoolwide drills. Evaluation and feedback on drills conducted as follow-up | September 2009 October 2009 | Emergency Rosters, Evacuation Plan Supplies Lists | Risk Management Representative, Site Disaster Representative |
| Ongoing drug and alcohol prevention classes conducted. | Ongoing | Drug and Alcohol Prevention Class Attendance | Counselor |
| Crisis management, conflict resolution anger management classes and/or sessions provided for students with immediate or ongoing needs. | Ongoing | | Counselor |
| Synergy Days planned quarterly to improve students' acceptance of all groups and an awareness of the ways students are different and the same. | September, December and March | Observation of Synergy Day | Counselor |

Chaparral High School
2009-10 School Improvement Progress Report 2

School: Chaparral High School

Subject Area: English

Grade: 9 - 12

| | Summative Data State Results | Data Point #1 Interim and Other Assessments | Data Point #2 Interim and Other Assessments | Data Point #3 Interim and Other Assessments |
|---------------------------------|--|--|---|---|
| Data Statements | <p>Lowest strands for 10th grade CSTs ELA: Writing Strategies at 36.4% proficient. Written and Oral Language Conventions at 36.3% proficient Reading Comprehension at 46% proficient</p> <p>Lowest strands for 11th grade ELA: Written and Oral Language Conventions: 38.9% proficient Writing Strategies: 41.4% proficient Literary Response and Analysis: 42.7% proficient.</p> | <p>Three essays given during first quarter. Class average C- Need to re-teach and reinforce writing standards.</p> | | |
| School Improvement Goals | <p>Increase proficiency to 55.6% on 10th grade ELA portion of the CAHSEE</p> <p>Increase proficiency on 10th and 11th grade CSTs ELA portion to 55.6% proficient</p> | <p>Not applicable at this time</p> | | |
| Action Plan | <p>Review individual results on CSTs and on the CAHSEE to establish an individual learning plan</p> <p>Adapt and improve lesson plans to focus on strands with lowest proficiency</p> | <p>Based on quarterly assessments it is necessary to re-teach essay writing concepts during the 2nd quarter. The focus will be on Response to Literature essays.</p> | | |

| | Summative Data State Results | Data Point #1 Interim and Other Assessments | Data Point #2 Interim and Other Assessments | Data Point #3 Interim and Other Assessments |
|-----------------|---|---|--|--|
| | Enroll and train students in use of Study Island, a web based test remediation and prep program for math and ELA. On-going assessments will be administered with the program. | All students in grades 10-11 enrolled in Study Island. Any 12th grade students who have not passed the CAHSEE are also enrolled in the program. Students are given opportunities to use the program during school. Incentives offered for any student who uses the program on-line at home. | | |
| Evidence | State assessment results for students Study Island assessment results Classroom work that may show improvement or continuing struggles for students on identified areas Quarterly district assessment results. These quarterly assessments are written to the essential standards that will be tested on the yearly state assessments. | Classroom average will improve to C+ | | |

**Chaparral High School
2009-10 School Improvement Progress Report 3**

School: Chaparral High School

Subject Area: Algebra 1

Grade: 9-12

| | Summative Data State Results | Data Point #1 Interim and Other Assessments | Data Point #2 Interim and Other Assessments | Data Point #3 Interim and Other Assessments |
|---------------------------------|--|---|---|---|
| Data Statements | Strands with lowest scores on CSTs Algebra 1 were: Linear Equations; Functions and Rational Expressions and Quadratics and Polynomials. | Focus during the first quarter in Algebra 1 on the identified strand Linear Equations - Results 65% mastered,; Polynomials 60% mastered; For 2nd quarter need to continue focus on these strands to continue to improve scores Focus in Algebra 1+ on Polynomials - Results 70% mastered; Functions and Rational Expression 50% mastered. Continue focus on identified strands to continue to improve scores | | |
| School Improvement Goals | Increase proficiency to 54.8% for 10th grade students on the Math portion of the CAHSEE Increase proficiency for 10th and 11th grade students on the math portions of the CSTs to 54.8% | Not applicable at this time | | |
| Action Plan | Review individual results on CSTs and CAHSEE to establish an individual learning plan Adapt and improve lesson plans to focus on strands with lowest proficiency. | Assessments up to this point indicate a need to re-visit some concepts in specific standards. Quizzes will be administered on individual concepts before moving forward | | |

| | Summative Data State Results | Data Point #1 Interim and Other Assessments | Data Point #2 Interim and Other Assessments | Data Point #3 Interim and Other Assessments |
|-----------------|---|--|--|--|
| | <p>Enroll and train students in use of Study Island and conduct ongoing assessments with that program. Any 12th grade student who has not yet passed the math portion of the CAHSEE will also be enrolled in the Study Island program.</p> <p>Conduct assessment of basic math skills, for immediate remediation.</p> | | | |
| Evidence | <p>State assessment results for students</p> <p>Classroom quizzes and test, as well as quarterly district assessments</p> <p>Assessment results from Study Island Program</p> | <p>Areas for re-teaching for 2nd quarter have been identified.</p> | | |

**Chaparral High School
2009-10 School Improvement Progress Report 4**

School: Chaparral High School

Subject Area: Geometry

Grade: 9 - 12

| | Summative Data State Results | Data Point #1 Interim and Other Assessments | Data Point #2 Interim and Other Assessments | Data Point #3 Interim and Other Assessments |
|---------------------------------|---|---|---|---|
| Data Statements | <p>Average number of answers correct on strands/clusters for Geometry: Logic and Geometric Proofs: 55.7%</p> <p>Volume and Area Formulas: 49.1%</p> <p>Angle Relationships: 41.3%</p> <p>Trigonometry: 52%</p> | <p>Students have shown an increase in proficiency with the new testing schedule. Testing key concepts instead of chapter tests is reinforcing the concepts. We are also focusing on the students' note taking and study skills.</p> | | |
| School Improvement Goals | <p>Increase proficiency to 54.8% on the Geometry portion of the CSTs</p> | <p>Not applicable at this time</p> | | |
| Action Plan | <p>Review individual results on CSTs and CAHSEE to establish an individual learning plan.</p> <p>Adapt and improve lesson plans to focus on strands with lowest proficiency</p> <p>Conduct assessments for entry level skills</p> | <p>Deconstructing the chapters and pulling key concepts enables us to focus more time on core standards.</p> <p>Use textbook website to increase exposure to concepts</p> <p>Increase use of Study Island, California Streaming, CSTs sites</p> | | |
| Evidence | <p>State assessments results for students</p> <p>Results of entry level assessments</p> | <p>State CSTs, district CRTs, chapter tests and quizzes. Chapter review and classwork/homework have been evaluated up to this point</p> | | |

**Chaparral High School
2009-10 School Improvement Progress Report 5**

School: Chaparral High School

Subject Area: Earth Science/Geology

Grade: 9 -12

| | Summative Data State Results | Data Point #1 Interim and Other Assessments | Data Point #2 Interim and Other Assessments | Data Point #3 Interim and Other Assessments |
|---------------------------------|---|--|---|---|
| Data Statements | The Earth's Energy is the cluster best suited for improvement based on the CST scores, with an average correct of 41.1%. Also, this cluster has the highest number of test questions. | No additional assessments have been given that specifically cover the topics in The Earth's Energy cluster, as we have not yet reached that part of the curriculum. However, there are several fundamental ideas the students must understand in order to master the more complex strands of The Earth's Energy cluster. These ideas include the properties of matter, convection currents, and mapping. According to my assessment data the weakest area is properties of matter with only 59% of the students scoring a "C" or better on the exam. | | |
| School Improvement Goals | Our goal is to improve the average percent of items correct in the listed clusters by 35% or more | My goal is to have 95% of my students score a "C" or better on a follow-up exam about properties of matter. This will help meet the original/continuing goal of improving the average items correct in the Earth's Energy cluster by 35% or more. | | |
| Action Plan | Effective communication of the standards to students and parents. | In addition to continuing the plan listed under "Summative Data," students will participate in several vocabulary based activities that focus on the properties of matter. | | |

| | Summative Data State Results | Data Point #1 Interim and Other Assessments | Data Point #2 Interim and Other Assessments | Data Point #3 Interim and Other Assessments |
|-----------------|---|---|--|--|
| | <p>Use "unwrapped" standards during planning and assessment to insure student mastery through scaffolding and self-assessment.</p> <p>Continuous review throughout the year by insuring students understand the relationship between new topics and the focus topic.</p> <p>Heavy concentration on the academic vocabulary using SDAIE and other strategies.</p> <p>Projects and writing assignments that require analysis, synthesis, and evaluation</p> | | | |
| Evidence | <p>State assessment results for students.</p> <p>Reviews, benchmarks, tests, writing assignments</p> <p>"Unwrapped standards" Vocabulary, etc</p> | <p>In addition to the evidence listed under "Summative Data," I will use labs, performance based assessments and other class projects to check for understanding.</p> | | |

**Chaparral High School
2009-10 School Improvement Progress Report 6**

School: Chaparral High School

Subject Area: United States History

Grade: 11

| | Summative Data State Results | Data Point #1 Interim and Other Assessments | Data Point #2 Interim and Other Assessments | Data Point #3 Interim and Other Assessments |
|---------------------------------|--|---|---|---|
| Data Statements | <p>CST Strand/Clusters Scores on all clusters improved from 2007/8 to 2008/9. The percent increases from 2008-2009 were:</p> <p>Post World War II/Domestic Issues: 9.2% increase</p> <p>Foundations of American Politics: 1.5% increase</p> <p>Industrial Revolution & US as a World Power: 11.3% increase</p> <p>United States between the Wars: 5.7% increase</p> <p>World War II and Foreign Affairs: 3.4% increase</p> | <p>American Political and Social Thought have been taught and evaluated. Over 50% of the students are performing at proficient levels in the first cluster area.</p> <p>Currently focusing on Civil War curriculum and activities</p> | | |
| School Improvement Goals | The goal is to keep pace with the statewide average and improve proficiency levels | Continue to stay on pace with the action plan, using the district pacing plans | | |
| Action Plan | <p>Added emphasis on the Foundation of American political and social thought, which created controversy and transformed American politics.</p> <p>Other area of importance is the CST cluster World War II and Foreign Affairs</p> <p>Special prominence will be given to low performing and EL students by using the tools accessible at the school site.</p> | <p>Introduce essay-style format and mathematical/statistical formulas so social science can cross-relate with English/language arts and mathematics standards</p> <p>Continue to use necessary tools, for example: power-points to teach note-taking skills, reading (individual and group), media/pictures, verbal/non-verbal questions, documentary video, definition and terms</p> <p>Continue emphasis on EL and special need students; give the essential needs to comprehend and drive toward content proficiency</p> | | |

| | Summative Data State Results | Data Point #1 Interim and Other Assessments | Data Point #2 Interim and Other Assessments | Data Point #3 Interim and Other Assessments |
|-----------------|--|---|--|--|
| | <p>Collaboration with Econ/Government teacher on cross-curricular materials that will enhance student understanding and improve areas of weakness dealing with economics in US History and the political arena</p> <p>Brainstorm and find ways to increase student learning with the World History teacher, also monitoring comprehensive skills on 10th grade students.</p> | <p>Continue work with other social science faculty</p> <p>Establish relations with parent/student involvement via the History Club</p> | | |
| Evidence | <p>Spring 2010 State assessment results for students</p> <p>Student work and performance on classroom and district assessments</p> | <p>CRT#1 (district assessment) will be offered at the end of the semester</p> <p>Unit tests and exams have shown evidence of proficient comprehension</p> | | |

Chaparral High School
2009-10 School Improvement Progress Report 7

School: Chaparral High School

Subject Area: Biology

Grade: 9-12

| | Summative Data State Results | Data Point #1 Interim and Other Assessments | Data Point #2 Interim and Other Assessments | Data Point #3 Interim and Other Assessments |
|---------------------------------|---|---|---|---|
| Data Statements | <p>Cell Biology with 38.1% correct and Genetics with 40.7% correct were the strands/clusters with the lowest scores.</p> <p>Students may have scored lowest in these clusters due to the complex nature of the skill sets required to achieve mastery</p> | <p>Cell Biology chapter quiz average 58% of questions correct</p> <p>Cell Biology Test 51% average correct</p> <p>According to the data, students were able to recognize the cell structure, but were not able to recognize the functions</p> | | |
| School Improvement Goals | <p>Our goal is to improve the average percent of items correct in the listed clusters to at least 55% correct</p> | <p>Our goal to improve the class average up to a minimum of 55% correct was achieved for this cluster</p> | | |
| Action Plan | <p>Review the benchmarks and released test questions. Create action plans to address the following standards: B13, B14a, 14c, B15f, B16b, 16c, B17a, 17b, B18b and 18e</p> <p>Conduct pretest</p> <p>Apply re-teach strategies</p> <p>Conduct intensive 2 week review before CSTs</p> | <p>Re-teach cell structure and functions along with cell membrane structure and function. Standards 12a, 14a, 14c</p> | | |
| Evidence | <p>Spring state assessment results for students</p> <p>Reviews, chapter tests and quizzes</p> <p>District benchmark tests</p> | <p>Re-test chapter 7 and Chapter 3</p> | | |

**Chaparral High School
2009-10 School Improvement Progress Report 8**

School: Chaparral High School

Subject Area: World History

Grade: 10

| | Summative Data State Results | Data Point #1 Interim and Other Assessments | Data Point #2 Interim and Other Assessments | Data Point #3 Interim and Other Assessments |
|---------------------------------|---|---|---|---|
| Data Statements | <p>CSTs Strand/Clusters: Development of Modern Political Thought increased by 15%.</p> <p>Industrial Expansion and Imperialism increased by 5.9%.</p> <p>Causes and Effects of World War I decreased by 1%</p> <p>International Developments in the Post World War II era decreased by 8%</p> <p>Post World War II and International Developments should be the area of greatest emphasis,using the other cluster instruction to prepare students to understand the historical events of the later time periods</p> | <p>At data point #1 the method of assessment utilized the most for the summative data has been standard based multiple choice tests. These assessments have shown moderate student improvement in the comprehension for the CST strand/clusters Development of Modern Political Thought, Industrial Expansion and Imperialism. It is not clear if these improvements will yield advancement for the targeted area of International Developments in the Post World War II era.</p> | | |
| School Improvement Goals | <p>The goal is to keep pace with the statewide averages and improve proficiency levels.</p> | <p>We will continue to make efforts to keep pace with the state and district proficiency levels and essential standards.</p> | | |

| | Summative Data State Results | Data Point #1 Interim and Other Assessments | Data Point #2 Interim and Other Assessments | Data Point #3 Interim and Other Assessments |
|--------------------|--|--|--|--|
| Action Plan | <p>Emphasis on causes and effects of the second world war in the instructional units preceding that period.</p> <p>We will focus our instructional efforts on the strand/clusters where we have had more success and implement them into the two strands targeted for emphasis</p> | <p>Our goal is for students to improve in their performance in the CST strand/clusters of Development of Modern Political Thought, Industrial Expansion and Imperialism.</p> <p>However, instruction in these areas will be from a point of view that focuses on how these eras affected and led to International Developments in the Post World War II era.</p> | | |
| Evidence | <p>Results of the spring state assessments in 2010</p> <p>Student work and performance on classroom, as well as district assessments</p> | | | |