The Single Plan for Student Achievement

Redlands East Valley High School
School Name

2012-2015
Year Span

36-67843-3630779
CDS Code

Date of this revision: December 15, 2011

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School District

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The District Governing Board approved this revision of the School Plan on January 10, 2012.

Redlands East Valley High School

Single Plan for Student Achievement

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I. School Vision and Mission

The mission of Redlands East Valley High School is to create a respectful, tolerant, and academically challenging environment, to educate our diverse student population, and to prepare them to make positive and responsible life choices in a global and technological society.

The leadership team met to reflect on the Expected Schoolwide Learning Results (ESLRs) in place since the school opened. There was a need to revise them in order to create a sense of relevancy as it relates to the educational needs and post-secondary/career expectations of today.

Through a process with the leadership, focus groups, and home groups, and a student group (Link Crew) the ESLR's were re-written and renamed Schoolwide Accepted Goals (SWAG). Schoolwide Accepted Goals (SWAG) At Redlands East Valley High School students will demonstrate:
- Learning and Thinking Skills
- Communication Skills
- Life and Career Skills

II. School Profile

Founded in 1997, Redlands East Valley High School (REV) is one of three comprehensive high schools in the Redlands Unified School District (RUSD). RUSD also has one alternative high school, Redlands Independent Study program (RISE), sixteen elementary schools and four middle schools. Redlands Adult School was eliminated due to budget cuts two years ago but still exists in a modified form.

The Redlands Unified School District is located in San Bernardino County approximately sixty miles east of Los Angeles. The district is comprised of the cities of Redlands, Loma Linda, Highland, Forest Falls and Mentone. The district serves a population of almost 22,000 students. The community was founded as a prime agricultural area specializing in citrus. The citrus industry is mostly gone now due to the explosion in growth over the last 20 years. The region is now home to many businesses, which include technology, medical-professional, and numerous small businesses. The area is identified as the Inland Empire, a part of California, which was one of the fastest growing regions in the United States. The recent economic crisis has significantly impacted the area. One of the prominent businesses in the district is Environmental Systems Research Institute (ESRI), an innovator of geographical information systems (GIS) software technology. Loma Linda University Medical Center is a leading center for medical treatment in Southern California. Redlands is home to the University of Redlands, a nationally recognized private liberal arts university. A number of community colleges, private four-year colleges, University of California Riverside, and California State University at San Bernardino are located within a radius of thirty miles.

After one hundred years as one high school district, Redlands East Valley High School opened as the second comprehensive high school in 1997. In 2009, Citrus Valley High School opened to alleviate crowding at the two high schools. REV was planned as a modern, high-tech school to facilitate the changing needs of high school students. During the first ten years of existence REV quickly became the largest high school in the area. In

2008 – 2009 REV had an enrollment of over 3700 students; REV's current enrollment is approximately 2300 students. REV has experienced a reduction in student population, teachers and staff. REV went from 120 full-time employees (FTE) to 76 FTE. The administration is comprised of the principal and three assistant principals. There are five counselors, 15 office support personnel, seven paraprofessionals, six security officers and 10 custodial, grounds and maintenance personnel.

Each teacher has their own classroom. REV closed a number of rooms to facilitate supervision and cleaning schedules. Several of these rooms have been assigned to athletic teams. An in-house television system can broadcast into 150 locations. A voice intercom system can be used for both interior and exterior communication. Each teacher has a telephone with a voice mail message system in the classroom. Each classroom has access to the Internet, Microsoft Office, and the Aeries classroom management system. In the spring of 2009 REV opened the Aeries Parent Portal, which allows parents to access their student's non-confidential records, send and receive messages, and obtain school information from their computers.

REV operates on a modified block schedule. On Monday, Tuesday, and Friday students attend all classes. Wednesday and Thursday students attend three classes for an extended period. Since the last WASC mid-year review, time has been allocated during the school day for teacher collaboration. Teachers meet on "late start" Monday mornings from 7:15 am to 8:30 am either in their Data Analysis Teams, subject area teams or departments. This allows teachers time to analyze both pre and post common assessment data and create action plans for intervention. Utilizing the DuFour model from the Whittier High Conference "Whatever It Takes", REV students have the opportunity for embedded intervention on block days. REV is an ethnically diverse high school.

Our student population consists of the following: Pacific Islander .8%, American Indian .7%, multiple of two or more races 2.3%, Filipino 2.0%, African American 8.0%, Asian 4.0%, Hispanic/Latino 42.6%, and White 39.7%. The minority population has been steadily increasing over the last few years. In the last six years the white, non Hispanic population has decreased by almost 12% while the Hispanic population has increased by 12% and the Asian population has increased .8%. The staff recognizes the student body and community consists of a wide range of ethnic groups and sees this as an area of strength. REV has a strong parent community that supports students through a variety of parent and booster groups. REV has an active PTSA, booster clubs for their athletic programs and extracurricular activities such as band, choir, and drama. These organizations raise money; provide activities and experiences outside the classroom and work with site staff to improve the quality of education at REV. Parents also serve on School Site Council and participate in WASC Focus Groups. The PTSA is dedicated to supporting, honoring and organizing events for REV teachers and students. REV PTSA activities include:
- Grad Nite
- Reflections
- PE clothes for students who cannot afford to buy PE clothes.
- REV Wildcat school spirit stickers.
- Legacy Bricks—PTSA sells bricks that are put up on a wall at school with the student's name engraved on it.
- Open House
- Teacher Appreciation Week
- Teacher Wish List
- Honorary Service Award

Redlands Scholarship Foundation provides scholarships to deserving students throughout the District. The Redlands Educational Partnership Foundation provides grants and support to teachers in the District. The Redlands Benchwarmers Association provides help and assistance to athletics programs and individual athletes. Student representatives attend Board of Education meetings reporting on activities at the school. Student representatives also attend community service organization meetings such as Rotary, Optimists, and Kiwanis providing a link from the school to the community. REV students are also part of the COMPACT Club, a partnership between schools and local businesses.

School Year	2008-2009	2009-2010	2010-2011	2011-2012
Total Student Enrollment	3672	2973	2307	2202
% American Indian	.5	1.0	1.0	1.5
%Asian	5.0	5.0	4.0	5.2
%Pacific Islander	.5	1.0	1.0	1.0
% Filipino	2.3	2.0	2.0	2.5
% Hispanic	36.5	39.0	42	42
% African American	6.8	8.0	8.0	9.5
% White	44.0	44.0	41	40
% Multiple/No Response	4.6	0	0	0

REV has shown an increase in API of 59 points over the past six years. Overall growth is positive and the current API is 788. However, African American and the students with disabilities population did not meet the growth target. REV met all AYP targets until 2008. In 2009 and 2010, REV did not meet the school wide ELA proficient rate. In 2010 the participation rate was met, and in 2011 the school wide proficiency rate was not met. The Hispanic subgroup has had the most difficulty reaching the guidelines.

III. School Based Coordinated Programs (SBCP)

(All schools with a School-Based Coordinated Program are required to submit this page).

Program Goals: **To provide greater flexibility for schools and school districts in coordinating and using various state funds.**

Key Strategy: **The school's planned program coordinates the categorical services to meet the special needs of students and enables them to learn the district's core curriculum.**

1. **State explicitly what your school seeks to accomplish by participating in the SBCP.**

By participating as a SBCP, Redlands East Valley High School seeks to provide an exemplary coordinated comprehensive program that will best meet the needs of each individual student.

2. **Describe what supplementary instructional and auxiliary services will be used to meet the needs of the following student population:**

3. **Describe the staff development program for teachers, paraprofessionals, other school personnel, and volunteers.**

The content of the Staff Development program is determined by an annual needs assessment. Administrative staff meets with a committee of teachers to determine the needs of the staff. Areas of staff development include curriculum, student achievement, use of technology, and instruction. In-service activities are led by administrative staff, teachers from our school or other schools, and invited speakers. The results of the Teacher Survey are expressed in the school site plan.

IV. Comprehensive Needs Assessment Components

A. Data Analysis
See Section VI

B. Surveys
An annual school survey/needs assessment is completed by parents and staff that addresses school effectiveness. The principal shares the results of the survey with the staff and School Site Council members.

C. Classroom Observations
Classroom observations are completed by the school administration on a regular basis to ensure that students are receiving the core academic program. These observations are either formal for teacher evaluations or through administration walk throughs which are short appearances by administration on a random basis to again ensure students are learning. This year the four administrators will be facilitating instructional conversations with all teachers.

D. Student Work and School Documents
Student work can be addressed with the classroom teacher. Many classroom teachers have student work posted and displayed in the classroom. Many teachers have crates or folders holding student work. English teachers keep student work in portfolios which is passed onto the next grade level when school opens in August. Specific school documents may be found on the school website or in the school office.

E. Analysis of Current Instructional Program
See Section V

V. 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)
   Redlands East Valley High School uses the following types of assessments and data to modify instruction to improve student achievement:
   • Illuminate reports for CST grade level and subject area analysis.
   • Illuminate reports for CST district assessment to review results to modify instruction.
   • Illuminate reports for common, formative assessments in math, science, social studies, and English. Throughout the year, 14 subject areas implement and analyze the results of their specific assessments.
   • AP reports
   • CAHSEE results and analysis
   • SAT results
   • CELDT results

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
   Redlands East Valley High School uses the following types of assessments and data to modify instruction to improve student achievement: Data Director reports for schoolwide, grade level, and subject area analysis.
   • Illuminate reports for district assessment to review results to modify instruction
   • AP reports
   • CAHSEE results and analysis
   • SAT results
   • Common, formative assessment data

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
   Instruction is provided by highly qualified teachers and paraprofessionals as outlined in the NCLB requirements.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
   • RUSD does not participate in AB75; however, does provide ongoing principal training through Administrative workshops and Secondary Principal's meetings. Current training consists of direct instruction, instructional conversations, data analysis, curriculum alignment, professional learning communities, common assessments, and a new administrator training module.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
   - All teachers are appropriately credentialed in their current teaching positions. For those few holding short term credentialed status and who are working toward clearing their appropriate professional credential, the District is providing direction and support.
   - Jane Schaffer writing program inservice
   - WASC inservice days
   - Common Formative Assessment training days
   - Differentiated instruction training
   - Collaboration days every Monday (late start - 7:15-8:30)
   - AVID Teaching Strategies
   - BTSA

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
   At the beginning of every school year, during PLC's collaboration time, data is given to teachers regarding CST results, standards based semester exams, and CAHSEE results. Teachers meet within their departments and subject areas to analyze data and provide each other with teaching strategies. Core subject areas have established common assessments that are standards based and the data from these assessments is used to guide instruction. Collaboration time for PLC's is provided every Monday (7:15-8:30).

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
   - REV provides instructional assistance and support to all teachers. This support includes teachers on assignment (TOA's) who are coaches/content experts that work inside the classroom to support teachers and provide feedback about content and delivery of instruction. The TOA's have been trained to coach teachers and are knowledgeable about the adopted programs of REV. The District Office has a BTSA program to help new and beginning teachers with instructional strategies. The District office also has resources for REV for data and technology. Coordinator of Testing/Evaluation provides training in Data Director scanning data, using data to improve instruction, and in the development of Professional Learning Communities. Administrators meet with teachers for instructional conversations to provide communication between teacher and administration. Subject level leaders provide support to their colleagues as well.

8. Teacher collaboration by grade level (EPC)
   - Teachers collaborate in their PLC's every Monday from 7:15-8:30. Staff meet in their PLC groups in subject/ grade level meetings analyzing results from their common formative assessments, evaluate data from end-of-the-year district exams, CST results, CAHSEE results and other schoolwide issues. Additionally, teachers meet in their WASC Home (department) groups to analyze data.

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<u>Teaching and Learning</u>

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
   - REV has developed and implemented Common Formative Assessments in 14 CST tested courses. This has allowed teachers to align their curriculum to the essential standards and create a pacing guide within their scope and sequence, that all teachers follow.
   - Teachers meet every Monday in their PLC's for collaboration: the primary focus is on analyzing the data from the common, formative assessments, sharing how that data can impact instructional strategies in the classroom, and meet essential standards.
   - REV has begun implementation of the transitional Common Core Scope and Sequences in all core classes have begun the process of building lessons for CCSS. This includes professional development in Smarter Balance testing.
   - Expert groups have been created at the District level to develop supplemental materials and develop an intensive training for teachers.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
    The school's Master schedule in core subject areas including ELA and mathematics effectively utilize instructional time and provides all students access to course and instructional needs to master required skills to pass the CAHSEE exam with proficiency and score proficient or above on CST exams. In August 2009, we implemented the Whatever It Takes (WIT) program which has mandatory intevention within the school day. Students are giving a chance to master required skills in a smaller, classroom environment. The WIT program is based on the Defour's book: Whatever It Takes and what has been observed by administration and staff at the Whittier Union High School training.

11. Lesson pacing schedule (EPC)
    - Scope and sequences are developed for every subject area after the respective textbook adoption. The scope and sequence is analyzed yearly and updated as needed.
    - Scope and sequences are also developed for some non-core and elective classes; these are updated yearly as needed.
    - REV has begun implementation of the transitional Common Core Scope and Sequences in all core classes have begun the process of building lessons for CCSS. This includes professional development in Smarter Balance testing.
    - Expert groups have been created at the District level to develop supplemental materials and develop an intensive training for teachers.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
    REV complies with all facets of the Williams Act, education code 35186(f).
    - CAHSEE and ELA consumable workbooks
    - Computer intervention course: Revolution Prep
    - CAHSEE review crash course
    - Credit Recovery Classes

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)
    • REV provides state standards aligned, SBE-adopted textbooks in all core subject areas.
    • Intervention materials include SBE CAHSEE workbooks for ELA and Math.
    • Computers for on-line interventions
    • CAHSEE Crash Courses
    • Credit Recovery

<u>Opportunity and Equal Educational Access</u>

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
    • Paraprofessionals in classrooms with special education students
    • All teachers are CLAD trained
    • TOA support for new teachers
    • Functional Algebra
    • CAHSEE courses
    • Crash courses for CAHSEE
    • Summer School
    • Credit Recovery classes

15. Research-based educational practices to raise student achievement at this school (NCLB)
    • Media center subscribes to a number of on-line services
    • Benchmark research papers in all levels of English
    • Benchmark research project in Social Studies
    • Benchmark research projects in geometry, Algebra I, Algebra II and Trigonometry
    • REV Writing Program with support from co-curricular areas
    • Training in research-based instructional strategies: Cornell Note-taking, jigsaw, reciporcol teaching, Socratic Seminar
    • "Whatever It Takes" program - the Defour model

16. Opportunities for increased learning time (Title I SWP and PI requirement)
REV implemented the Whatever It Takes (WIT) program in August 2009. Students who have a combination of low test scores on their CST's and grade in the course stay in class 25 minutes a mandatory intervention time with their teacher. This occurs twice a week on Wed./Thurs. block days (see current bell schedule).

17. Transition from preschool to kindergarten (Title I SWP)
    NA

<u>Involvement</u>

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB
    - School Website
    - Parent Portal: Daily access to grades, assignments, teacher comments, student attendance
    - Weekly Grade reports for teachers to sign
    - Progress reports
    - Parent nights
    - Back to School night
    - IST, IEP meetings
    - Pre-expulsions and behavior/substance abuse contract
    - Peer tutoring
    - Counseling visits

19. Strategies to increase parental involvement (Title I SWP)
    - E-mail
    - All parents have the opportunity to participate in Parent Portal.
    - At Open House any parent who had not signed up received a paper with their ID# to signup
    - School Website
    - Weekly Grade reports
    - Progress reports
    - Parent Career Center night
    - IST, IEP meetings
    - Pre-expulsions and behavior/substance abuse contract
    - Peer tutoring
    - Counseling visits

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)
    - School Site Council meetings
    - DELAC/ELAC meetings
    - WASC Leadership Team
    - Department meetings

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
    - REV writing program materials
    - Common Assessment materials
    - Curriculum materials in all subject areas
    - Supplemental in EL classes
    - Instructional Aide in EL class
    - Technology support people

22. Fiscal support (EPC)
    The general and Categorical funds of the school are used appropriately to support the ELA and Mathematics program goals as outlined in the school plan goals.

VI. 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 | | |
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	1999	1,639	1,660	877	681	663	144	119	115	84	71	74
Growth API	779	791	788	818	827	824	711	733	722		916	923
Base API	780	781	787	818	819	826	724	714	723	855	858	918
Target	5	5	5	A	A	A	5	5	5			
Growth	-1	10	1	0	8	-2	-13	19	-1			
Met Target	No	Yes	No	Yes	Yes	Yes	No	Yes	No			

| PROFICIENCY LEVEL | PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
| | Hispanic | | | English Learners | | | Economically Disadvantaged | | | Students with Disabilities | | |
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	782	692	713	121	98	109	802	710	754	223	191	177
Growth API	738	749	749	616	629	634	723	736	739	481	571	554
Base API	733	739	744	640	622	623	710	726	730	539	490	580
Target	5	5	5	8			5	5	5	13	16	11
Growth	5	10	5	-24			13	10	9	-58	81	-26
Met Target	Yes	Yes	Yes	No			Yes	Yes	Yes	No	Yes	No

VI. School and Student Performance Data (continued)

Table 2: Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,914	1,931	1,870
Percent with Prior Year Data	96	99.1	99.2
Number in Cohort	1,830	1,914	1,855
Number Met	1,129	1,109	1,206
Percent Met	62	57.9	65.0
NCLB Target	53.1	54.6	56.0
Met Target	**Yes**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1,426	810	1,333	887	1,266	876
Number Met	437	417	425	422	440	452
Percent Met	30.6	51.5	31.9	47.6	34.8	51.6
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	(Pending)	No	No
Met Target for AMAO 3	**No**	**No**	**No**

VI. 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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	91	98	99	94	97	99	89	98	100	95	100	97
Number At or Above Proficient	388	385	330	204	189	146	22	23	17	14	23	27
Percent At or Above Proficient	66.4	69.6	59.7	78.2	79.1	69.2	44.9	63.9	48.6	82.4	92.0	100.0
ES/MS	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**
HS	**55.6**	**66.7**	**77.8**	**55.6**	**66.7**	**77.8**	**55.6**	**66.7**	**77.8**	**55.6**	**66.7**	**77.8**
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	89	98	99	78	100	100	90	97	100	28	91	96
Number At or Above Proficient	128	132	123	6	11	4	114	137	121	8	12	12
Percent At or Above Proficient	55.4	58.7	48.2	23.1	29.7	12.1	49.8	58.1	45.5	47.1	19.0	20.3
ES/MS	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**
HS	**55.6**	**66.7**	**77.8**	**55.6**	**66.7**	**77.8**	**55.6**	**66.7**	**77.8**	**55.6**	**66.7**	**77.8**
Met AYP Criteria	Yes	Yes	No	--	--	--	No	Yes	No	--	--	--

VI. 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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	93	98	99	94	97	99	92	98	98	100	100	100
Number At or Above Proficient	349	311	290	172	164	131	20	16	12	15	19	26
Percent At or Above Proficient	58.7	56.2	52.6	65.4	68.6	62.1	39.2	44.4	35.3	83.3	76.0	96.3
ES/MS	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**
HS	**54.8**	**66.1**	**77.4**	**54.8**	**66.1**	**77.4**	**54.8**	**66.1**	**77.4**	**54.8**	**66.1**	**77.4**
Met AYP Criteria	Yes	No	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	91	98	99	87	100	98	92	98	99	42	92	97
Number At or Above Proficient	125	95	108	12	4	4	112	101	103	9	6	6
Percent At or Above Proficient	52.7	42.2	42.5	41.4	10.8	12.5	47.5	42.8	39.3	32.1	9.4	10.2
ES/MS	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**
HS	**54.8**	**66.1**	**77.4**	**54.8**	**66.1**	**77.4**	**54.8**	**66.1**	**77.4**	**54.8**	**66.1**	**77.4**
Met AYP Criteria	Yes	No	No	--	--	--	Yes	No	No	--	--	--

VI. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
9	5	15	17	50	10	29	2	6			34
10	3	13	6	26	9	39	3	13	2	9	23
11	3	13	9	38	11	46	1	4			24
12	2	17	4	33	3	25	1	8	2	17	12
Total	13	14	36	39	33	35	7	8	4	4	93

VII. Description of Barriers and Related School Goals

The current state and district fiscal crisis has created a level of anxiety among staff and students.

a. Fewer support staff - security/custodians
b. Loss of 9th grade English class size reduction program
c. Loss of onsite San Bernardino County Deputy SRO
d. More students have requested help with purchasing gym clothes, senior portfolio notebooks, general school supplies, SAT/ACT fee waivers, AP fee reductions from the $90 per test to $56 for free/reduced lunch students, and ASB gave out more free Homecoming Dance tickets than ever before.
e. Many students utilize our "Angel's Closet" portable in the T-wing where we house school clothes, Homecoming
f. dresses/suits.
g. Higher ratio of Students to counselors
h. Elimination of Adult Education

VIII. 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) Goal #1 - All students will demonstrate proficiency on essential standards in order to prepare them for college and/or careers.	
Student groups and grade levels to participate in this goal: All student groups and grade levels will benefit from their teachers' collaboration meetings and implementation of Common Core State Standards.	**Anticipated annual performance growth for each group:** Minimum established percentage from NCLB.
Means of evaluating progress toward this goal: Common assessment data, CST Data, CAHSEE results, Graduation rate	**Group data to be collected to measure academic gains:** Common assessment data, CST Data, CAHSEE results Graduation rate

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers / Timeline	Related Expenditures	Estimated Cost	Funding Source

Task 1: Participate in professional development to learn about the strengths and weaknesses of collaboration models in secondary education.
    a. Acquire necessary resources for implementation
    b. Visit other school sites that have existing collaboration programs.
    c. Attend professional development regarding common formative assessment
 	
 Objective 1: Deconstruct Common Core State Standards and prepare Transitional Scope and Sequence Documents. Become familiar with CCSS by working with trainers, administration, TOAs and colleagues. Work together on district wide and site teams to deconstruct CCSS; break standards down into discrete objectives, Develop district wide Transitional Scope and Sequence documents to over lay the CCSS onto current Scope and Sequence documents, Revise Common Assessments Action Plan Protocols to begin discussion of CCSS, Participate in training regarding CCSS and implement strategies as appropriate.
	Staff: 2012-2014	Transportation Conferences Educational materials/supplies Duplicating	$6,000	SIP Title III LEP

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers / Timeline	Related Expenditures	Estimated Cost	Funding Source
Task 2: Develop and implement Scope and Sequence Documents based on common core standards. • Participate in content-alike groups to develop districtwide ELA and math Scope and Sequence document that are fully aligned with common core standards. • Implement new ELA and math Scope and Sequence docs. • Participate in district committees to develop Science and Social Science Scope and Sequence documents that are fully aligned with CCSS. • Work with elective, social science, science, and CTS colleagues to integrate College and Career Readiness Standards. • Participate in training regarding new scope and sequence documents.	Staff: 2012-2014	Conferences, substitutes, in-service, professional development activities	$4000	SIP Title III LEP
Task 3: Identify and use instructional material for common core standards. • Use the transitional scope and sequence documents to identify supplemental instructional materials for CCSS (material to fill the gap or strengthen current materials, universal access materials to meet needs of special education and EL) • Integrate current text adoption and supplemental materials to address CCSS • Analyze and select district wide instructional material for the Common Core Scope and Sequence documents per state and district adoption cycles.	Staff: 2012-2014	Duplicating Transportation/Conferences	$2,000	SIP Title III LEP Lottery
Task 4: Develop and implement common assessments to determine progress on current standards and Common Core Standards. • Review CCSS field tests and sample questions • Participate on District teams to develop common formative assessments • Implement new common assessments	Staff:2012-2014	Teacher release time for collaboration	$1,000	SIP Title III LEP

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers / Timeline	Related Expenditures	Estimated Cost	Funding Source
Task 5: Continue the implementation of data teams • Work in Data Teams using pre instructional protocol and prior data to discuss upcoming standards and to plan instruction • Work in Data Teams using Post-assessment protocol to analyze results from common assessments and to develop Action Plans describing 1) students needing reteaching 2) instructional strategies for proposed intervention, 3) logistics for reteaching, 4) time frame, etc. • Participate (admin and teachers) in Data Teams • Participate in professional regarding Data Teams to make on-going improvements to the work • Obtain staff input at the beginning of each year in order to make revisions to the process and protocols as needed	Staff: 2012-2014	Educational materials/duplicating Release time for staff	$1,000	SIP Title III LEP Lottery
Task 6: Implement instructional strategies to ensure student mastery of current and Common Core State Standards • Continue to learn about and implement instructional strategies to improve student performance • Integrate into lesson plan objectives for both content and language development (integrate SDAIE strategies into lesson plans) • Integrate instructional strategies based on unique needs of individual students, such as EL, IEP and 504 • Continue walkthroughs, instructional conferences and teacher surveys to assess implementation progress • Continue implementation of technology as feasible as well as professional development	Staff, 2012-2014	Staff release time, Duplicating, Substitutes	$1,000	SIP Title III LEP Lottery

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers / Timeline	Related Expenditures	Estimated Cost	Funding Source
Task 7: Maintain/Increase a culture of college and career readiness • Continue AVID classes for first generation college bound and minority students • Continue to prepare students for Advance Placement classes; continue training for AP teachers; continue implementation of AP and honors classes as appropriate. • Integrate document-based and free response activities across the curriculum • Integrate career related problem solving , research, data analysis, analysis, across the curriculum as it relates to the content area • Continue to provide students with training for test taking skills, including SAT and EAP tests • Provide time for vertical articulation to communicate expectations for higher level classes • Continue to implement competitive co-curricular activities such as Speech and Debate, Mock Trial, Academic Decathlon, V&P arts etc. • Meet new college and career readiness expectations • Review feasibility of and modify the course offerings in CTE as appropriate to meet career readiness, student needs including transitional programs for special needs students • Provide information for classified staff regarding college and career readiness, common Core standards and instructional strategies.	Staff: 2012-2014	Release time for staff, Conferences Educational materials/duplicating	$3,000	SIP, Title III LEP, Lottery
Task 8: Continue to provide student support through counseling department and the Career Center • Continue to implement college and career guidance education grades 9-12 • Research and implement ways to recover some of the career and college education lost with budget reductions • Implement strategies through which students demonstrate an understanding of graduation information UC/CSU requirements • Continue to implement Student Learning Plans that encourage and monitor all student to meet a-g requirements • Continue College Fairs and other college exploration activities	Staff 2012-2014	Substitutes, field trips, conferences, tutors	$3000	SIP, LEP, T-3

VIII. Planned Improvements in Student Performance

SCHOOL GOAL #2
(Based on conclusions from Analysis of Program Components and Student Data pages)
Goal #2 -Monitor and support all students not proficient or above on CSTs; monitor students in danger of not passing, or being proficient on the CAHSEE

Student groups and grade levels to participate in this goal: All student groups and grade levels will participate in this goal.	**Anticipated annual performance growth for each group:** Minimum established CST yearly percentage from NCLB.
Means of evaluating progress toward this goal: Results from common assessments, CST/CAHSEE/End-of-Semester exams	**Group data to be collected to measure academic gains:** Results from common assessments, CST/CAHSEE/End-of-Semester exams

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Implementers / Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Task 1: Monitor student progress through formative and summative data • Provide current or similar support structures to non-proficient students; • Use personalized strategies to provide intervention for non-proficient subgroups • Provide embedded tutoring as appropriate • Utilize intervention for re-teaching of concepts • Continue to implement "checking for understanding" strategies	Staff, 2012-2014	Conferences, Duplicating Computer Hardware Educational materials	$70,000	SIP LEP Title III Lottery

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers / Timeline	Related Expenditures	Estimated Cost	Funding Source
Task 2: Continue support strategies to increase GPA, decrease the failure rate, and increase graduation rates • Continue the Link Crew and AVID programs • Continue and implement common strategies that support students academically and behaviorally • Continue to implement organizational and other academic strategies such as note taking, notebook, etc. to prepare students for the rigor of high school and post high school work • Discuss student progress and develop team strategies to support academic and behavioral growth. • Provide professional development for teachers regarding needs of lower performing subgroups. • Continue/Improve support structures such as: • Improve the use of intervention embedded in the school day. • Continue credit recovery programs. • Integrate instructional strategies to increase engagement. • Research alternative academic intervention systems for low-performing students. • Implement ideas as appropriate and economically feasible.	Staff, 2012-2014	Educational materials and supplies Conferences, Substitutes Duplicating	$5,000	SIP LEP Title III Lottery
Task 3 - Continue to provide student support through the counseling department and career center. • Continue to implement college and career guidance education for grades 9-12. • Research and implement ways to recover some of the career and college education lost with budget reductions. • Implement strategies through which students demonstrate an understanding of graduation information on UC/CSU requirements	Staff 2012-2014	Conferences, Duplicating Educational materials and supplies	$5000	SIP LEP Title III Lottery

VIII. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 **(Based on conclusions from Analysis of Program Components and Student Data pages)** Goal#3: Increase students' academic performance in Algebra I; academic literacy and increase critical thinking skills across the curriculum.

Student groups and grade levels to participate in this goal: All students, staff, and stakeholders will participate in this goal.	**Anticipated annual performance growth for each group:** By working to increase students' academic literacy and the ability to think critically, students will be prepared to independently and proficiently read and comprehend a variety of text found in college and careers as measured by a decrease in D's and F's.
Means of evaluating progress toward this goal: The leadership team will monitor the Action Plan goals through a yearly analysis of data, protocols from professional learning communities, teacher observations, instructional conferences, and adjustment to master schedule. The progress will be reported annually though school wide staff meetings, data teams, school report cards, Site Council, PTSA and parent newsletters.	**Group data to be collected to measure academic gains:** CST Data Common, formative assessment student work samples

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Implementers / Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Task #1: Implement instructional strategies that will increase academic literacy across the curriculum • Continue to develop a systemic academic vocabulary across the curriculum • Continue integration of strategies that support students access, comprehending and applying text of varying levels • Continue implementation of note taking strategies, especially those that integrate critical thinking, reflection and summarizing	Staff: 2013-2019	Teacher stipends Conferences Educational supplies/duplicating Release time Substitutes	$5,000	SIP Title III LEP Lottery
Task #2: Implement instructional strategies that will increase students' ability to communicate, to organize and to apply knowledge in writing • Continue to learn about and implement strategies that increase students' ability to communicate in writing and to organize and apply knowledge (response to prompts and formal writing) • Continue implementation of common writing module in 11th and 12th grade, as appropriate; implement CSU or other similar modules in 11th and 12th	Staff: 2013-2019	Educational supplies/duplicating Professional Development	$5,000	SIP LEP Title III Lottery

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers / Timeline	Related Expenditures	Estimated Cost	Funding Source
Task #3: Implement instructional strategies that will increase critical thinking • Continue to implement lesson plans that include the integration of engagement strategies, highly structure practice and other strategies that increase engagement and rigor • Participate in professional development including PLC regarding the development of critical thinking skills • Review and incorporate the revised Bloom's Taxonomy into lesson objectives and questioning strategies • Review information and expectations for "College and Career Readiness" and integrate strategies to build needed skills	Staff: 2013-2019	Equipment for Smarter Balance testing, computers, computer tech	$60,000	SIP Title III LEP Lottery
Task #4: Implement strategies that will increase students' numeracy skills • Implement high frequency math vocabulary	Staff 2013-2019	Copies, duplicating	$5,000	SIP LEP Title III Lottery
Task #5: Provide professional development to support objectives 1-4 • Provide professional development including PLCs and Instructional Conf. regarding above strategies and work in PLCs to support integration of standards • Work together to review and implement congruence of writing formats across content areas • Obtain teacher input on: 1) whether strategies are being implemented, 2) the frequency of use, and 3) to what extent or depth they are being implemented • Continue walkthroughs and instructional conferences to provide support for teachers • Revise strategies or provide professional development per surveys and walkthroughs	Staff: 2013-2019	Conferences & training Educational supplies/duplicating	$5,000	SIP LEP Title III Lottery
Task # 6: Implement instructional strategies that increase student's proficiency for Algebra I on current and common Core State Math Standards • All math teachers will continue to learn about and implement instructional strategies that effectively increase student proficiency • Continue to identify at-risk, on-target and advance students; identify and use strategies to meet the needs of each group so all students increase their level of math proficiency • Continue to implement universal access materials to support student learning	Staff: 2013- 2019	Materials, conferences, training	$5000	SIP LEP Title III Lottery

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers / Timeline	Related Expenditures	Estimated Cost	Funding Source
Task #7: Implement CCSS in math • Implement CCSS steps describe in goal #1 including alignment of standards, common assessments, end-of-course exams and federal/state tests • Implement instructional strategies as describe in Transitional Scope and Sequence Documents and as identified by Data Teams • Implement instructional strategies as described in New Scope and Sequence document and as identified in Data Teams • Learn about new Common Core Standards universal access materials as they become available	Staff: 2013- 2019	Educational supplies/duplicating Conferences, Transportation	$4000	SIP LEP Title III Lottery
Task #8: Provide Professional Development Attend training and work on Data Teams to implement instructional strategies that increase students' abilities in mathematical practice: • Problem solving • Reasoning • Communication processes • Application of mathematical ways of thinking to real world issue and the workplace • Construction of sound mathematical arguments • Strategies from Objective #1	Staff: 2013- 2019	Educational supplies/duplicating Conferences, Transportation	$5000	SIP LEP Title III Lottery
Task #9: Continue to provide support classes and strategies to students below proficiency levels • Review and revise the math review class (linked with Algebra) ad needed • Provide CAHSEE support classes • Continue to assess initial student placement in math classes and continue efforts to ensure effective placement	Staff: 2013-2019	Educational supplies/duplicating Conferences Transportation	$5000	SIP LEP Title III Lottery

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IX. Programs Included in this Plan

Check the box for each state and federal categorical program in which the school <u>participates</u> 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 <u>participates</u>. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
[X] Economic Impact Aid/ English Learner Program <u>Purpose</u>: Develop fluency in English and academic proficiency of English learners	$59,954.00
[X] Pupil Retention Block Grant <u>Purpose</u>: Prevent students from dropping out of school.	$9,553.00
[X] School and Library Improvement Program Block Grant <u>Purpose</u>: Improve library and other school programs.	$112,552.00
[X] List and Describe Other State or Local funds (e.g., Gifted and Talented Education): Lottery	$2,3870.00
Total amount of state categorical funds allocated to this school	$205,929.00

Federal Programs under No Child Left Behind (NCLB)	Allocation
[X] Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u>: Supplement language instruction to help limited-English-proficient (LEP)	$9,422.00
Total amount of federal categorical funds allocated to this school	$9,422.00

Total amount of state and federal categorical funds allocated to this school	**$215,351.00**

(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

X. Centralized Services
Redlands East Valley High School

Amount of Funding	Funding Source	Personnel	Centralized Services 2011-2012 (Description of the specific services to be provided
		Director	The Categorical Programs Director serves as a liaison between the schools, district and/or State Dept. Responsibilities include assisting in setting up in-service sessions, helping to coordinate and in-service advisory groups, provide technical assistance in plan development and provide supportive activities in fiscal matters. Responsibilities also include technical assistance regarding evaluation research design and strategies. The Director compiles and submits necessary evaluation documents and other required forms to State agencies. Redlands Unified is also a member of the Valley Plus Consortium (NCLB). Provides staff development opportunities for administrators, teachers, para-professionals, and clerical staff.
		Clerical Support: ♦ Secretary III	The Categorical Programs Secretary is responsible for the CalWORKS report and submittal of school plans for Board approval. The secretary provides clerical office support with school plans, end-of-year reports, correspondence, telephone, filing, setting up appointments/meetings and AB2913/CTEL trainings, minutes of meetings, notices, flyers, maintains/updates individual school binders, typing memos and minutes for the District English Learner Advisory Committee, etc. Is responsible for the placement of Work-Study Program tutors, America Reads Tutors, and AVID tutors, etc. The Technician also types the Con. App., Part I and Part II.
		♦ Two Office Assistants	The office assistants, located at the Language Assessment Center, maintain/update all ELL student records, by school, for the district. They conduct testing of prospective ELL students for program placement, maintain ESL materials for teacher use, generate monthly reports of ELL students tested (by language), and order testing materials and office supplies.
		Program Analyst	The Analyst maintains all categorical program budgets, completes and submits required fiscal reports to the State Dept., provides monthly printouts and assists principals and district staff with accounting matters as needed.
		Director, Curriculum & Instruction	The Director of Secondary Education provides evaluation data based on state and local assessments such as STAR (CAT-6, CST, CAHSEE), and district trimester and semester exams for grades 1-12. He also assists administrators in preparing this data to present to school staffs.
		Coordinator, Assessment & Student Data	Responsible for all aspects of testing and evaluation relative to Categorical Programs, including CELDT, CalWORKS data, R-30 Language Census data, Title I and ELL student data, etc.
		Coordinator, Info. Services	Responsible for overseeing the operations of the LAN/WAN services to all schools and district offices. Provides technical assistance regarding the student data and retrieval system as well as setting up of computer software trainings for school and district personnel.
		5 Teachers on Assignment	The Teachers On Assignment provide additional support to schools in areas of literacy, numeracy and ELD. The TOAs assist schools in developing intervention programs and make recommendations. The TOAs also provide staff development/coaching to certificated and classified staff.
		Employee Benefits	Necessary expenditures incurred by the above people relative to salaries.
		Materials/Supplies	Cost of maintaining the Categorical Programs Office and LAC with supplies, materials, office equipment, etc.
		District	Indirect Costs.

XI. Recommendations and Assurances
(Redlands East Valley High School)

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

    [X]   English Learner Advisory Committee

    _____
                                                                    Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA 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 SPSA was adopted by the SSC at a public meeting on: 1/23/2013

Attested:

John Maloney
_____   _____   _____
   Typed Name of School Principal   Signature of School Principal   Date

Mike Kelly
_____   _____   _____
   Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

XII. School Site Council Membership:
Redlands East Valley 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
John Maloney	[X]	[ ]	[ ]	[ ]	[ ]
Mike Kelly	[ ]	[X]	[ ]	[ ]	[ ]
Lisa Bruich	[ ]	[X]	[ ]	[ ]	[ ]
Sam Patalano	[ ]	[X]	[ ]	[ ]	[ ]
Jeff Wray	[ ]	[X]	[ ]	[ ]	[ ]
Ed Berman	[ ]	[X]	[ ]	[ ]	[ ]
Alternate Chris Burris	[ ]	[X]	[ ]	[ ]	[ ]
Amber Young	[ ]	[ ]	[X]	[ ]	[ ]
Gabrielle Allen	[ ]	[ ]	[X]	[ ]	[ ]
Craig Beasley	[ ]	[ ]	[ ]	[X]	[ ]
Kathy Eskander	[ ]	[ ]	[ ]	[X]	[ ]
Carol Tsushima	[ ]	[ ]	[ ]	[X]	[ ]
Paul Le	[ ]	[ ]	[ ]	[X]	[ ]
Daryl Drake	[ ]	[ ]	[ ]	[X]	[ ]
Jared Estrada	[ ]	[ ]	[ ]	[ ]	[X]
Alejandra Garcia	[ ]	[ ]	[ ]	[ ]	[X]
Ethan Knox	[ ]	[ ]	[ ]	[ ]	[X]
Brenna Phillips	[ ]	[ ]	[ ]	[ ]	[X]
Numbers of members of each category	**1**	**6**	**2**	**5**	**4**

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

Appendixes

Appendix A - School Accountability Report Card

SEE DISTRICT WEBSITE

Redlands Unified School District

Job Descriptions for Redlands East Valley High School

EL Program Coordinator

Employ one part time EL Coordinator EL Program Coordinator to

to support EL students through

- Initial identification of EL students using State and District approved assessments
- Annual CELDT testing of EL students and related activities
- Assist in scheduling EL students into appropriate classes
- Attends district EL Coordinators meetings
- Provides support for classroom teachers working with EL students
- Plans and facilitates ELAC meetings and other informational meetings for EL parents and students

Computer Technician

Employ one full time Computer Technician Computer Technician to

support at-risk student and to increase learning of all students through

The computer technician will maintain technology hardware, monitor, install, upkeep software and maintain internet schoolwide, maintain all computer labs and support staff knowledge.

Student Workers

Employ Student Workers Student Workers(s)

to support at-risk student and increase learning of all students through

Assisting classroom teacher as directed. Tutor students who need extra support

Office Assistant Language Support Program

Employ One Part-time Office Assistant Language Support Program Office Assistant Language Support Program(s) to

assist ELL Program Coordinator through

Initiate and finalize the redesignation of EL students from the EL Program; maintain accurate student information in the District and schools' database; assist students in their initial adjustment period; assist the ESL Department Coordinator in the daily contact with students, teachers, counselors, other school and District staff, parents, and public; perform a wide variety of related clerical work in an organized and friendly manner, including such tasks as standard and statistical data entry, data processing, proofreading, checking, filing, recording of data, and compiling information for reports and summaries; regularly answer telephone, take messages, and serve as receptionist to visitors, district staff, students, parents, and/or community; provide callers with routine information and data; maintain a variety of alphabetical, numerical, and subject matter files and records; investigate, search, and locate sources of information; perform clerical functions using independent judgment referring only unusual matters to supervisors; assist in the orientation of student workers; type from rough drafts, notes, perform a variety of functions using District student database; compose routine letters and memoranda independently; maintain financial and statistical records related to department budget spending; order warehouse requisitions as needed by department, prepare and submit requisitions on behalf of department teachers, receive, shelve, and distribute supplies; receive, sort, and distribute mail; make appointments; may be required to input and receive a variety of data and information using a computer; attend conferences and workshops when required; accompany students on field trips when required; and perform other duties as assigned.

(Redlands East Valley High School)

Redlands East Valley High School
LIBRARY / MEDIA PLAN

Vision
The REV library program is committed to teaching students and staff to be effective users of ideas and information, to providing a rich variety of up-to-date materials to support the curriculum and to promoting a lifelong love of reading.

Description
Redlands East Valley High School Media Center is an evolving center. The collection contains 18,000 volumes and 85 student computers all with internet access. Electronic resources include 3 web-based databases and Microsoft Office accessible on all machines. All of the electronic databases are available to students at home and in the classroom through the internet. The library has an online catalog which is also accessible on the internet. A Media Center Web Page which links student to paid resources and other useful internet sites can be found on the school site. The Media Center is open and supervised from 7:00 am until 3:30 pm daily allowing students access during class, office hours, lunch and before and after school. Two classes per period are scheduled and up to 30 drop-in students are accommodated each period.

REV Media Center Program Goals
- To provide up-to-date relevant resources in a variety of formats and technologies to meet the diverse needs of all learners.
- To be an integral part of the school literacy program.
- To provide an environment for collaborative teaching with curriculum area teachers.
- To provide a curriculum for the development of information skills to students To provide services beyond the walls of the Media Center through the school-wide computer network and by delivering physical materials to classrooms as needed.
- To develop the collection to the ALA recommendation of 20 books per students.
- To continue to evaluate the school curriculum and provide materials which support curriculum topics.
- To provide a variety of media for student use including videos, books on tape and music cds.
- To provide a supervised area where students can read, study and have access to computer resources before and after school.

Student Goals (from RUSD District Library Plan)

- All students, including those with special needs, will have access to equally effective library media.
- All students will have access to a wide variety of plentiful supply of library materials that meet their needs, interests and purposes.
- All students will have access to books that match their reading level so that they continue developing and improving their reading comprehension.
- All students will develop and understanding of how frequent reading improves comprehension, writing, listening and speaking.
- All students will develop an understanding that reading and writing provide the means for using technology and achieving lifelong learning so as to succeed in the workplace.
- All students will be encouraged to value and appreciate reading and literature for enjoyment
- All students will use library technology to achieve information literacy which includes the ability to access, evaluate, process and present information
- All students will be provided numerous opportunities to choose books that are of interest to them because, as research indicates, the more students read books of interest to them the more they increase their literacy

Appendix D - Title I Eligibility Criteria

N/A

Appendix E - Title I Parent Involvement Policy

Title I Parent Involvement Policy

N/A

REDLANDS UNIFIED SCHOOL DISTRICT
Title I Parent Involvement Policy

Parents are their child's first and most important teachers. Therefore, strong support from both the home and the school is critical, especially for students who are performing below grade level.

The Title I Parent Involvement Program was developed with this in mind. It involves District staff, school personnel, and parents in a unified effort to help each student achieve success in school.

To support parent involvement in Title I schools, District staff will:

1. Involve the District Categorical Programs Specialist group in the development of the District's Title I plan and in the process of school review and improvement.

2. Involve parents in implementing the State Standards, Title I policies, and if schools are making adequate yearly progress by means of:

   - information meetings
   - advisory committees
   - parent conferences
   - newsletters
   - Back-to-School Nights
   - phone systems
   - teacher weekly reports
   - coffee with the Principal
   - letter from the Principal
   - School Fusion

3. Assist Title I schools to implement effective parent involvement programs by bringing them information regarding approaches that are proven to be successful.

4. Provide materials and training to build schools' and parents' capacity for strong parent involvement.

5. Coordinate and integrate parent involvement strategies for Title I with strategies under other programs as appropriate, such as:

   - Local Educational Agency (LEA) Plan
   - Safe and Drug-Free Schools
   - Single Plan for Student Achievement (SPSA)
   - Healthy Start/Family Resource Centers
   - State Pre-School

6. Conduct an annual evaluation of the Parent Involvement Program to determine its effectiveness and to identify barriers to greater participation by parents, giving particular attention to parents who:

   - are economically disadvantaged
   - are disabled
   - are limited English proficient
   - have limited literacy
   - are of an ethnic or racial minority

7. Review results of the annual evaluation with staff and parents and revise the Parent Involvement Program if necessary.

To support parent involvement in Title I schools, District staff and school personnel will work together to:

1. Involve parents to understand the State Standards, Title I policies, and if schools are making adequate yearly progress by means of:

   - information meetings
   - advisory committees
   - parent conferences
   - newsletters
   - Back-to-School Nights
   - phone systems
   - teacher weekly reports
   - coffee with the Principal
   - letter from the Principal
   - District/school website

2. Help parents learn to monitor their child's progress and work with educators to improve their child's performance by means of:

   - trainings (i.e., Family Math, Family Literacy, Book Bridges, Parents as Teachers)
   - materials for use in the home
   - communication to enhance parent-teacher conferencing
   - training on Standards and Promotion/Retention policy, API/AYP, and how they affect students.
   - progress reports – bi-monthly/bi-weekly

3. Train staff to work successfully with parents, including how to use classroom volunteers effectively.

4. Coordinate and integrate Title I Parent Involvement with parent involvement activities offered through other programs, such as:

   - Safe and Drug-Free Schools
   - English Language Learner
   - Healthy Start/Family Resource Centers
   - Community Based English Tutoring (CBET) Program

5. Develop roles for community-based organizations and businesses, such as:

   - Adopt-a-School programs/Partnerships
   - written information distributed via local businesses
   - community volunteers serving as tutors/mentors
   - Donations from local businesses

6. Conduct other appropriate and feasible activities, such as parent resource centers, and opportunities for parents to learn about child development and transition-stages for teens.

7. To the extent possible, communicate with parents in a language they understand.

To support parent involvement in Title I schools, site personnel will write a parent involvement policy that describes how educators and parents will work together to:

1. Conduct one annual meeting and a flexible number of other meetings, which are scheduled at times that are convenient for parents. Consideration should be given to:
   - alternating morning and evening meetings or offering both
   - offering incentives for participating
   - attending conferences and visiting other districts to learn ways to increase parent involvement

2. Provide parents with:
   - timely information about Title I
   - school performance profiles and their child's individual assessment results
   - explanation of the school's curriculum and assessments
   - timely responses to parents' suggestions

3. Involve parents in planning, reviewing, and improving Title I programs.

4. To the extent possible, communicate with parents in a language they understand.

5. In collaboration with parents, develop a written school-parent compact that outlines:
   - the school's responsibility to provide high-quality curriculum and instruction
   - the parents' responsibility to support learning, such as:
     o monitoring attendance
     o monitoring homework completion
     o limiting television watching
     o volunteering in the classroom
     o encouraging positive use of extracurricular time
   - the importance of communication, which includes:
     o discussion of the compact at parent-teacher conferences
     o frequent progress reports to parents
     o reasonable access to staff and opportunities to volunteer and observe in the classroom

6. Determine how the parent compacts will be disseminated to parents. Consideration should be given to:
   - distributing the compacts with the fall information packets
   - printing the compacts on NCR paper so that parents, teachers and the office staff all have access

7. Consider creative alternatives to ensure that parents have sufficient opportunities to confer with teachers regarding their child's progress, including:
   - in-home conferences (on a highly selective basis)
   - conferences at various times of the day and evening
   - telephone conferences

The site-level Title I Parent Involvement Policy will be written into the School Plan so its implementation will be integrated with other improvement efforts at the school. The Site-Level Policy and resulting School Plan strategies will be revised as needed, based upon results of the annual District and site evaluations of the Parent Involvement Program.

DISTRITO ESCOLAR UNIFICADO DE REDLANDS

Poliza del Capítulo I de Participación de Padres

Los padres son los maestros mas importantes de sus hijos. Por lo tanto, el apoyo del hogar y de la escuela es crítico, especialmente para los estudiantes que están rindiendo bajo nivel de grado.

El Programa de Participación de Padres del Capítulo I se desarrolló con esto en mente. Se compone del personal del Distrito, personal de la escuela y los padres de familia en un esfuerzo unificado para ayudar a que cada estudiante alcanze el éxito en la escuela.

Para apoyar la participación de los padres en las escuela de Capítulo I, el personal del Distrito hará lo siguiente:

1. Involucrar al grupo Especialista de Programas Categóricos del Distrito en el desarrollo del Plan del Capítulo I del Distrito y en el proceso de la revisión escolar y el mejoramiento.

2. Involucrar a los padres en implementar las Reglas del Estado, polizas del Capítulo I, y si las escuelas están haciendo un progreso anual adecuado por medio de:
    - Juntas de información
    - Comités consejeros
    - Conferencias para padres
    - Boletines
    - Noche de Regreso a la Escuela
    - sistemas de teléfono
    - reportes semanales de maestros
    - café con la Directora
    - carta de la Directora
    - Fusión Escolar

3. Asistir las escuelas del Capítulo I a implementar programas efectivos de participación de los padres trayéndoles información acerca de planteamientos que han provado ser exitosos.

4. Proveer materiales y entrenamiento para edificar la capacidad de una participación fuerte de las escuelas y de los padres.

5. Coordinar e integrar estrategias para padres para el Capítulo I con estrategias bajo otros programas tan apropiados como:
    - Plan Local de la Agencia Educativa (LEA)
    - Escuelas Libres y Seguras de las Drogas
    - Plan Escolar para el Éxito del Estudiante
    - Centros de Recursos Familiares/Comienzo Saludable
    - Escuelas Pre-Escolares del Estado

6. Conducir una evaluación anual del programa de participación de los padres para determinar su efectividad y para identificar obstáculos para una mejor participación de los padres dándoles atención particular a los padres quienes:
    - están en desventaja económica
    - estan minos-válidos
    - son limitados del idioma inglés
    - son de una raza étnica minoritaria

7. Revisar los resultados de la evaluación anual con el personal y con los padres de familia y revisar el Programa de Participación de Padres si fuera necesario.

Para apoyar la participación de los padres en las escuela de Capítulo I, El personal del Distrito y el personal de la escuela trabajarán juntos para:

1. Involucrar a los padres para que entiendan las Normas del Estado, polizas del Capítulo I, y si las escuelas están haciendo un progreso anual adecuado por medio de:

   - Juntas de información
   - Comités consejeros
   - Conferencias para padres
   - Boletines
   - Noche de Regreso a la Escuela
   - sistemas de teléfono
   - reportes semanales de maestros
   - café con la Directora
   - carta de la Directora
   - FLa Red de Computación del Distrito/Escuela

2. Ayudar a los padres para que aprendan a monitorear el progreso de sus hijos y trabajar con los educadores para mejorar el desempeño de sus hijos por medio de:

   - entrenamientos (i.e., Matemáticas Familiares, Alfabetismo Familiar, Puentes de Libros, Padres como Maestros)
   - materials para usar en casa
   - comunicación para mejorar las conferencias de padres-maestros
   - entrenamiento sobre las Normas y poliza de Promoción/Retención, API/AYP, y como estos afectan a los estudiantes.
   - reportes de progreso – dos veces al mes

3. Entrenar al personal para trabajar exitosamente con los padres, incluyendo como usar voluntarios en el salón efectivamente.

4. Coordinar e intregar la Participación de los Padres del Capítulo I con actividades de participación de los padres ofrecidas a travez de otros programas tales como:

   - Escuelas Seguras y Libres de Drogas
   - Aprendizes del Idioma Inglés
   - Centros de Recursos Familiares/Comienzo Saludable
   - Programa de Tutoría de Inglés Basado en la Comunidad

5. Desarrollar funciones para la comunidad basadas con organizaciones y negocios tales como:

   - Adoptar Programas Escolares/Asociaciones
   - información por escrito distribuída via negocios locales
   - voluntarios de la comunidad sirviendo como tutores/consultantes
   - Donaciones de negocios locales

6. Conducir otras actividades apropiadas y factibles, como centros de recursos para padres, y oportunidades para que los padres aprendan acerca del desarrollo de sus niños y etapas de transición para los adolescentes.

7. A la magnitud posible, comunicarse con los padres en el idioma que ellos entienden.

Para apoyar la participación de los padres en el Capítulo I, el personal local escribirá una poliza de participación de padres que describe como los educadores y los padres trabajarán juntos para:

1. Conducir una junta anual y un número flexible de otras juntas, que estén programadas en tiempos que sea conveniente para los padres. Se deberá de dar consideración a:
   - alternar juntas por la mañana y por la noche o ofrecer las dos
   - ofrecer incentivos por participar
   - atender a las conferencias y visitar otros distritos para aprender formas para incrementar la participación de los padres

2. Proveer a los padres con:
   - información a tiempo sobre el Capítulo I
   - desarrollo y explicación de la escuela y resultados del asesoramiento individual de sus hijos
   - explicación del currículum y exámenes
   - Respuestas y sugerencias a tiempo para los padres

3. Involucrar a los padres en el planeamiento, revisión y mejoramiento de los programs del Capítulo I.

4. A la magnitud posible, comunicarse con los padres en el idioma que ellos entiendan.

5. En colaboración con los padres, desarrollar un compacto por escrito de la escuela-padres que perfile:
   - la responsabilidad de la escuela de proveer un currículum de alta calidad e instrucción.
   - la responsabilidad de los padres para apoyar el aprendizaje, tal como:
     - o monitoriar la asistencia
     - o monitoriar que se completen las tareas
     - o limitar ver la televisión
     - o ayudar como voluntarios en el salón de clases
     - o animar el uso positivo de tiempo extracurricular
   - la importancia de la comunicación, la cual incluye:
     - o discusión del compacto en las conferencias de padres-maestros
     - o frecuentes reportes de progreso a los padres
     - o acceso rasonable al personal y oportunidades para ayudar como voluntarios y observar en el salón de clases

6. Determinar como los compactos de los padres se distribuirán a los padres. Se deberá de dar consideración a:
   - distribuir los compactos con la información de otoño
   - imprimir los compactos en duplicado para que los padres, maestros y el personal de la oficina tengan acceso

7. Considerar alternativas creativas para asegurar que los padres tengan suficientes oportunidades de reunirse con los maestros acerca del progreso de sus hijos, incluyendo:
   - conferencias en casa (sobre una base altamente selectiva)
   - conferencias a varias horas del día y de la tarde
   - conferencias por teléfono

La Poliza de Participación de Padres del Capítulo I a nivel local será escrita en el Plan Escolar para que su implementación sea integrada con otros esfuerzos de participación en la escuela. La Poliza a Nivel Local y los resultados de las estrategias del Plan Escolar serán revisadas como sea necesario, basados sobre los resultados de las evaluaciones anuales del Distrito y locales del Programa de Participación de Padres.

CAQ/af
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Appendix F - Home/School Compact

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

Student Pledge:

Parents Pledge:

Staff Pledge: