

2009-2010
The Single Plan for Student Achievement

El Toro High School

30736353030061
CDS Code

Date of this revision: November 2, 2009

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

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

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Saddleback Valley Unified School District School District

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

I. SCHOOL VISION AND MISSION

Our mission is to maximize student learning and achievement by including students, parents, community members, district administration and staff in an ongoing collaborative effort. Toward this goal, an academically demanding yet nurturing staff promotes the expected school-wide learning results:

Students will:

Communicate Effectively by demonstrating:

- Critical reading skills
- A variety of effective writing skills
- Public speaking skills
- Listening with comprehension
- The discriminating use of multimedia

Become an Engaged Citizen by:

- Performing community service
- Demonstrating an understanding of cultural diversity
- Understanding their rights and civic responsibilities in a democratic society
- Showing an understanding of man's relation to his environment

Become Technologically Knowledgeable by:

- Utilizing computer applications
- Demonstrating the appropriate use of the internet
- Using appropriate technological tools (e.g., video, CAD, graphing calculators)

Reason Critically by:

- Using symbolic reasoning and calculations with symbols.
- Constructing formal, logical arguments and proofs.
- Asking meaningful questions and conducting careful investigations.
- Formulating explanations by using logic and evidence.
- Recognizing the cumulative nature of scientific evidence.

2. SCHOOL PROFILE

El Toro High School is one of four comprehensive high schools for students in grades 9-12 in the Saddleback Valley Unified School District. El Toro opened its doors in 1973 and graduated its first senior class in 1975. The school is in the city of Lake Forest and draws mostly from middle-class and upper middle-class families. It is worth noting that El Toro has experienced an increase in the number of socio-economically disadvantaged students over the last six years.

The site occupies 32 acres containing 100 classrooms, two gymnasiums, library, 300-seat theater, Olympic size pool, tennis courts, and four major athletic fields. El Toro began an extensive modernization project in 2003. As the first step in the process, a new two-story, 16-classroom science building was completed in the fall of 2004. This same program included an expansion of our Fine Arts facilities, including a new drama classroom, and additional storage and support facilities, which also came online in fall 2004. In spring of 2005, the next steps in the campus modernization began including; renovation of the administration building and library, the construction of new quarters for ASB and food services along with a newly designed Multi-Purpose Room in the 600 building and the installation of field turf for football and soccer and an all-weather track. These projects were completed in fall 2006. In 2009 the 600 building was completed.

Modernization was completed on all but two classroom buildings, 200 and 700. The gymnasium has not been modernized. Currently, there are 55 “state of the art” classrooms with whiteboards, LCD projectors connected to computers, and new floor and wall coverings.

All students at El Toro High School receive access to the district core curriculum, which is aligned to state frameworks and district standards. The school community maintains high expectations for all students. El Toro High School has been recognized as a California Distinguished School and Top 100 school. Last year, 58% of graduates attended a 2-year college and 28% attended a 4-year university.

El Toro High School’s School Plan for Student Achievement (SPSA) is based on the core curriculum and reflects strategies designed to meet the identified instructional needs of all students. As a part of the district-wide team, El Toro High School supports the Local Education Agency Plan (LEAP) objectives.

STAFF

The teaching staff averages over 19 years of service with a blend of veteran teachers and a recent influx of newly hired, younger staff. The staff turnover rate is very low; the average tenure of teachers on campus is 14.5 years. El Toro High School has a reputation for professional teaching and a positive working environment. This is evidenced by the large number of requests for student teaching assignments from neighboring college and universities.

The teaching staff consists of 108 teachers. Members of the teaching staff have attained the following degrees: 51 with Bachelor Degrees, 56 Master’s Degrees and 1 Doctorate. 91 of the teachers are NCLB Core Teachers, and 78% are involved in professional development. All staff have CLAD or SDAIE certification.

Certified Staff Length of Service					
1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26+ years
28	20	14	9	10	28

Certified Staff by Gender and Ethnicity								
Am. Indian	Asian	Pacific Island.	Filipino	Black	White	Hispanic	Male	Female
1	4	0	0	1	101	3	57	53

NCLB TEACHERS (2004-2005)				
NCLB Core Classes	NCLB Compliant Classes	Percent NCLB Compliant Classes	NCLB Core Teachers	Percent Teachers in Professional Development
408	371	91	91	100

The El Toro High School classified support staff consists of 17 full-time clerical, ten full-time maintenance/custodial, one full-time and four part-time security, two full-time and 14 part-time instructional assistants and one health aide position.

Classified Staff by Gender and Ethnicity								
Am. Indian	Asian	Pacific Island.	Filipino	Black	White	Hispanic	Male	Female
0	0	1	0	0	39	17	14	43

Student Enrollment and Demographics

Enrollment for 2009-2010 was 2919 on November 2, 2009. Over the last few years the diversity of the student body has shifted most notably in two areas: the Hispanic population has increased from 19% to 22% and the White not Hispanic population is now 63.8% down from 76% seven years ago. The changes in the ethnic make-up of the student body are reflected below:

Year	American Indian	Asian	Pacific Islander	Filipino	Black not Hispanic Origin	White not Hispanic Origin	Hispanic
2000-01	0.2%	10%	0.2%	1.3%	1.3%	76%	12%
2003-04	0.1%	9.1%	0.1%	1.9%	1.7%	70%	16.8%
2005-06	.04%	8.5%	0.9%	1.76%	1.6%	68%	19%
2007-08	.04%	7.4%	0.04%	2.7%	2.2%	63.8%	22.3%
2008-09	0.1%	7.7%	0.3%	2.3%	2.2%	64.4%	22.6%
2009-10	.04%	6.4%	0.9%	2.6%	2.2%	61%	24%

Average Class Size by Department

DEPARTMENT	06-07	07-08	08-09	09-10
Business	28.6	28.5	27.5	29
Visual and Perf. Arts	31.5	31.5	33.5	34
English:			32.5	33.5
9 th	31.3	31.9	31.5	33
10 th	32.9	31.7	32.7	32.5
11 th	31.8	27.1	32.5	33.5
12 th	33.7	32.4	33.3	34.5
Foreign Lang/ELL	32	34.4	24.3	28.5
Mathematics	30.8	33.5	30.3	31.5
Science	32.1	34.0	30.3	32.5
Social Science	31.4	33.6	30.4	32.5
Traffic/Health	34.6	32.4	36.9	35
Physical Education	37.7	38.5	37.9	39
Other Electives	20.1	20.1	18.3	21.5

Special Populations

YEAR	SH	SDC	RSP	GATE	ELL	Socio-economic Disadvantaged
2005-06	15 (0.5%)	40 (1.5%)	112 (4.2%)	399 (15%)	119 (4.4%)	269 (10%)
2009-10	11 (0.3%)	46 (1.6%)	134 (4.5%)	351 (12%)	221 (7.6%)	307 (10.5%)

Special Education Enrollment by Ethnicity and Disability

2009-10	MR	HH	SLI	VI	ED	OHI	SLD	AUT	OI	Total
Native American	0	0	0	0	0	0	1	0	0	1
Asian	0	0	1	0	0	2	1	1	0	5
Pacific Is	0	0	0	0	0	0	0	0	0	0
Filipino	1	0	0	0	0	0	2	0	0	3
Hispanic	5	0	5	1	3	10	50	3	0	77
White	6	1	5	0	5	31	42	12	1	103
African-American	0	0	0	0	0	1	1	1	0	3
TOTAL	12	1	11	1	8	44	97	17	1	192

KEY TO TABLE ABOVE

AUT – Autism	ED - Emotional Disturbance
HH – Hard of Hearing	MR – Mental Retardation
OHI – Other Health Impairment	OI - Orthopedically Impaired
SLD – Specific Learning Disability	SLI – Speech or Language Impairment
VI – Visual Impairment	

Gifted and Talented Education by Ethnicity

2009-10	Number	Percent
American Indian	1	-
Asian	38	11%
Pacific Islander	5	-
Filipino	6	-
Black	1	-
White	279	79%
Hispanic	21	.08%

English Language Learners (ELL) & REDESIGNATED FLUENT-ENGLISH PROFICIENT (FEP)

When a new student not proficient in English enters ETHS a Home Language Survey is required. The student also takes the State-mandated California English Language Development Test (CELDT). The following factors are considered when placing an English Language Learner (ELL) student: The extent and continuity of previous education language proficiency in English; Language proficiency in the home language; and the degree of home support for the student. The ELL program allows sufficient levels for students to develop cognitive proficiencies in English. The program has been developed to meet the English language development needs of the student with limited literacy in their primary language (L1) and limited or no social communicative skills or academic language skills in English; with acquired literacy and academic language skills in their primary language and who needed to transfer their skills to English; and Bilingual English-dominant students who have not developed academic language in either language. Every effort is made to ensure that all English Language Development (ELD) classes and English classes into which a cluster of EL students have been placed will be taught by appropriately EL certified teachers (CLAD, CTEL, or its equivalent) using effective instructional methodology and strategies.

ENGLISH LEARNERS (EL)				
2005-06	2006-07	2007-08	2008-09	2009-10
119	132	150	174	221

REDESIGNATED FLUENT-ENGLISH PROFICIENT (FEP)				
2005-06	2006-07	2007-08	2008-09	2009-10
36	4	8	18	N/A

2009 ENGLISH LEARNERS (EL) AND FLUENT-ENGLISH PROFICIENT (FEP)					
	9th Grade	10th Grade	11th Grade	12th Grade	Total
School Total – EL	70	40	32	32	174
Total – FEP (IFEP + RFEP)	134	114	112	101	461

ANALYSIS OF CURRENT EDUCATIONAL PRACTICES

A. MATH

The following categories are identified by *No Child Left Behind (NCLB), Title I, Part A* and the *California Essential Program Components (EPC)*.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
 - Standardized tests examined to determine strengths and weaknesses of current curriculum and to modify instructional practices.
 - Standardized and district finals used.
 - International assessments: International Baccalaureate exams
 - National assessments: Advanced Placement exams
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
 - After data is assessed, teachers are aware of standards which need concentrated emphasis.

Staffing and Professional Development

3. Sufficiency of teacher professional development
 - The District/School provide funds for teachers to attend professional development activities (such as IB training and/or training for the new software and other technology associated with our texts).
4. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
 - Staff development plans are based on surveys of staff needs and student performance.
 - All teachers will be CLAD certified.
5. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
 - Math teachers attend workshops, in-services and conferences to keep abreast of changes in textbooks, state standards, research-based educational practices.
6. Teacher collaboration activities (EPC)
 - Teachers meet every other week during the school day (35 minutes), on six late start days (90 minutes), and three student-free days (6 hours) for collaborative activities.

Teaching and Learning

7. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
 - Course outlines are aligned with content standards.
 - District in-services and committees ensure consistent alignment with standards.
 - Textbook adoptions in Algebra 2, Algebra 2 Intermediate, and Statistics

8. Sufficient intervention opportunities (EPC)

- State funded counselors will work with at-risk students and students who have not passed the CAHSEE exam.
- Students may attend daily tutorial periods to receive teacher assistance.
- Mandatory 9th grade tutorial for identified at-risk students.
- Tutorial (all regular school days)
- Identification of at-risk students
- Creation of 9th grade principal
- Lunch time tutorial for at-risk students
- Availability of on-line grades
- Grade sheets to track weekly progress
- Peer tutoring
- AVID program
- Read 180
- CAHSEE study skills class

9. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

- Textbooks are selected based on alignment with standards.
- Technology-based ancillary materials.
- Use of hotmath.com, a website with homework help.

Opportunity and Equal Educational Access

10. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

- ELT Funds will be used to tutor at-risk CAHSEE students.
- Daily tutorial period.
- Mandatory 9th grade lunchtime tutorial.

11. Research-based educational practices to raise student achievement at this school (NCLB)

- Teachers keep abreast of research of educational practices by reading professional publications and attending conferences and workshops.
- Implementing Professional Learning Community activities.
- Implementation of AVID Program.

Involvement

12. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

- Internet resources available for home access to math programs to assist with standardized tests and basic skills.
- Volunteer teacher tutoring available during non-instructional time.
- Make-up classes are offered in summer school and through Adult Education.

- ELT funds for mandatory tutorial program.

13. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)

- PSTO Board
- School Site Council

Funding

1. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

- EIA funding for EL Program
- CAHSEE Intervention class

3. ANALYSIS OF CURRENT EDUCATIONAL PRACTICES

B. ENGLISH/LANGUAGE ARTS

The following categories are identified by *No Child Left Behind (NCLB), Title I, Part A* and the *California Essential Program Components (EPC)*.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
 - Annual review of state test scores (CAHSEE and CST) to determine areas that need improvement.
 - Local grade-level writing assessments to assess student achievement and effectiveness of writing instruction.
 - Departmental assessments for writing mechanics and critical reading as part of semester exams to assess student achievement of identified essential standards and effectiveness of instruction.
 - International assessments: International Baccalaureate exams
 - National assessments: Advanced Placement exams
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
 - Staff utilizes formative assessments (writing portfolios) to guide and modify instruction.
 - The district has committed to providing and the staff is beginning training on use of DataDirector™ for analysis of student test data

Staffing and Professional Development

3. Sufficiency of teacher professional development
 - The District/School provides funds for teachers to attend professional development activities (such as IB training and/or training for the new software and other technology associated with our texts).
 - CSU Reading and Writing Workshop
 - UCI Writing Project
4. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Staff development has included the following:

 - Familiarizing staff with language arts framework and standards
 - Familiarizing staff with the CAHSEE blueprint
 - Align curriculum with identified essential standards
 - Using collaborative teams to review student performance and determine areas of need
 - Train staff in theory and application of differentiated instruction
 - Examination and revision of portfolio writing system
 - Training staff in the use of new applications of technology

5. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
 - BTSA training provided for all first and second-year teachers
 - Collaborative grade-level teams provide instructional assistance for new teachers and veteran teachers as well as ongoing support for every teacher.
 - English teachers attend workshops, in-services and conferences to keep abreast of changes in textbooks, state standards and research-based educational practices.
6. Teacher collaboration activities (EPC)
 - Teachers meet every other week during the school day (35 minutes), on six late start days (90 minutes), and three student-free days (6 hours) for collaborative activities.

Teaching and Learning

7. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
 - All literature and composition textbooks aligned to the curriculum and to essential state standards.
 - Essential standards identified for each unit at each grade level
 - Portfolio writing program modified to align with content and performance standards.
8. Sufficient intervention opportunities (EPC)
 - State funded counselors will work with at-risk students and students who have not passed the CAHSEE exam.
 - Students may attend daily tutorial periods to receive teacher assistance.
 - Mandatory 9th grade tutorial for identified at risk students.
 - Student study teams
 - Tutorial (all regular school days)
 - Identification of at-risk students
 - Creation of 9th grade principal
 - Lunch time tutorial for at-risk students
 - Availability of on-line grades
 - Grade sheets to track weekly progress
 - Peer tutoring
 - AVID program
 - Read 180
 - CAHSEE study skills class
9. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
 - Standards-based instructional materials available to all student groups, including ELL, visually handicapped and special education.

Opportunity and Equal Educational Access

10. Services provided by the regular program that enable under performing students to meet standards (NCLB)

- Read 180
 - CAHSEE Language Arts Intervention Class
 - Daily tutorial
 - Mandatory Lunch Tutorial for At-Risk Freshmen
 - Charger Crew/Student Tutors/Assistance Program
11. Research-based educational practices to raise student achievement at this school (NCLB)
- Implementation of AVID Program
 - Implementation of PLC Collaborative Course/Grade Level Teams

Involvement

12. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
- Teacher web sites
 - Read 180
 - On-line grades
 - Instructional aides
 - Volunteer teacher tutoring
 - Make-up classes are offered in summer school and through Adult Education
 - ELT funds for mandatory tutorial program
13. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)
- PSTO
 - Site Council

Funding

14. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
- Read 180 (SPED and ELL students)
 - CAHSEE Language Arts Intervention Class
 - EIA funding for EL Program

3. ANALYSIS OF CURRENT EDUCATIONAL PRACTICES

C. SCIENCE

The following categories are identified by *No Child Left Behind (NCLB), Title I, Part A* and the *California Essential Program Components (EPC)*.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
 - Review of student assessments (CST, AP, ACS) to determine areas for improvement, both by subject and teacher. Students are enrolled in more science classes that will be assessed by the state (Integrated Science level 3 and Conceptual Biology).
 - International assessments: International Baccalaureate exams
 - National assessments: Advanced Placement exams
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
 - Review of student assessment data in:
 - a) Chemistry has led to an increase in lab/manipulative instruction.
 - b) Physics has led to a different sequence of instruction. Both practices have significantly improved student performance on the state tests in those areas.
 - Teachers continually monitor student progress via common curriculum-embedded assessments (lab reports, quizzes, tests, etc.) and modify instruction to improve student performance on a regular basis.

Staffing and Professional Development

3. Sufficiency of teacher professional development
 - All science teachers are currently certified in CLAD (SB 2913)
 - Need more professional development aligned to the PLC model in the areas of common formative assessments and intervention strategies.
4. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
 - Current staff development addresses WASC certification and the PLC model.
5. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
 - Science teachers attend workshops, in-services and conferences to keep abreast of changes in textbooks, state standards, research-based educational practices.
6. Teacher collaboration activities (EPC)
 - Teachers meet every other week during the school day (35 minutes), on six late start days (90 minutes), and three student-free days (6 hours) for collaborative activities.

Teaching and Learning

7. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
 - All science curricula have been aligned to the state standards via curriculum mapping.
8. Sufficient intervention opportunities (EPC)
 - Tutorial (all regular school days)
 - Identification of at-risk students
 - Creation of 9th grade principal
 - Lunch time tutorial for at-risk students
 - Availability of on-line grades
 - Grade sheets to track weekly progress
 - Peer tutoring
 - AVID program
 - Read 180
 - CAHSEE study skills class
9. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
 - Use of district approved texts and appropriate lab materials that provide practical alignment to the California State Framework in Science.

Opportunity and Equal Educational Access

10. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
 - Tutorial (all regular school days)
 - Identification of at-risk students
 - Creation of 9th grade principal
 - Lunch time tutorial for at-risk students
 - Availability of on-line grades
 - Grade sheets to track weekly progress
 - Peer tutoring
 - AVID program
 - Read 180
 - CAHSEE study skills class
11. Research-based educational practices to raise student achievement at this school (NCLB)
 - Limited access to and application of the appropriate, current research-based educational practices needed to raise student achievement at this time. Limited in-service in the PLC model.
 - Implementation of AVID Program.

Involvement

12. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
 - Family requested weekly grade sheets to track progress.
 - Tutorial
 - At-risk lunchtime tutorial (district supported with funds to pay teacher tutors).
 - CAHSEE prep class
 - Peer tutor list (provided by school)
 - Professional tutor list (provided by district)
13. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)
 - Site Council
 - Textbook adoption review by parents at District Office
 - PSTO Board
 - School Site Council

Funding

14. Services provided by categorical funds that enable under performing students to meet standards (NCLB)
 - SDAIE-based sheltered science classes

3. ANALYSIS OF CURRENT EDUCATIONAL PRACTICES

D. HISTORY/SOCIAL SCIENCE

The following categories are identified by *No Child Left Behind (NCLB), Title I, Part A* and the *California Essential Program Components (EPC)*.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
 - Assessment results reviewed to determine areas for improvement.
 - Use of CST standardized tests
 - Use of CAHSEE standardized tests
 - International assessments: International Baccalaureate exams
 - National assessments: Advanced Placement exams
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
 - Online test programs such as Quiz Star allows teachers to disaggregate student information to provide authentic assessments.
 - Computerized testing programs such as Exam View Pro provide standards-based quizzes for ongoing assessments which may then be used to modify summative assessments.
 - CST standardized tests
 - AP/IB Exams

Staffing and Professional Development

3. Sufficiency of teacher professional development
 - CLAD or AB 2913 compliance at 100%
 - Late start days used for formal professional development opportunities
 - Collaboration at grade level takes place at the intra and inter-departmental level (EPC)
 - Teachers are required to hold and maintain state-sanctioned credentials.
4. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
 - Late start days provide staff development opportunities that address student achievement and standards based on learning (ex. online grading programs which better equip a teacher to communicate with students and their families).
 - Goals and Objectives based upon Content Standards.
 - Late start days provide a venue for collaboration regarding the alignment of content standards.
5. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
 - Teachers share excellent websites found to be useful at grade level.
 - Regular district seminars.

- BTSA support.
- History teachers attend workshops, in-services and conferences to keep abreast of changes in textbooks, state standards and research-based educational practices.

6. Teacher collaboration activities (EPC)

- Teachers meet with members of the Language Arts department to align curriculum.
- Teachers meet every other week during the school day (35 minutes), on six late start days (90 minutes), and three student-free days (6 hours) for collaborative activities.

Teaching and Learning

7. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

- Subject area meetings and collaboration to ensure alignment of curriculum with state and district standards.
- Social Science notebooks contain information on standards.

8. Sufficient intervention opportunities (EPC)

- Guidance staff provides ninth grade at risk counseling
- Assistant Principal provides a ninth grade intervention program as a de facto ninth grade principal.
- Daily subject-level tutorial assists teachers in determining which students are at risk.
- Tutorial (all regular school days)
- Identification of at-risk students
- Creation of 9th grade principal
- Lunch time tutorial for at-risk students
- Availability of on-line grades in real time
- Grade sheets to track weekly progress
- Peer tutoring
- AVID program
- Read 180
- CAHSEE study skills class

9. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

- All of texts are aligned to Frameworks.
- Laptop computers, atlases, videos, primary source documents used to meet the needs of all student groups.

Opportunity and Equal Educational Access

10. Services provided by the regular program that enable under performing students to meet standards (NCLB)

- ELD classes and language assessments for English Language Learners.
- 504 Plans offer identification and assistance for under-performing students.
- Articulation with RSP teachers enables a teacher to better meet the needs of identified RSP students.

- Study skills classes for students scoring below the lowest 23rd percentile.
- Lunch tutorial.
- AVID Program.
- Teachers participate in IEP meetings as well as student study teams.
- Rewards Program.

11. Research-based educational practices to raise student achievement at this school (NCLB)

- Implementation of AVID Program.

Involvement

12. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

- Online grade program (Easy Grade Pro)
- Teacher generated, district-supported websites (Saddlesite)

13. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)

- Site Council
- PSTO

Funding

14. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

- SDAIE-based sheltered social science classes.

3. ANALYSIS OF CURRENT EDUCATIONAL PRACTICES

E. PHYSICAL EDUCATION

The following categories are identified by *No Child Left Behind (NCLB), Title I, Part A* and the *California Essential Program Components (EPC)*.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
 - Pre and post assessment of California Physical Fitness Test scores.
 - Pre and post assessment utilizing the Presidential Physical Fitness Testing protocol.
 - Use of heart rate monitors to assess weekly mile run progress of individualized mile run plans.
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
 - Staff utilizes formative assessments to guide and modify instruction.

Staffing and Professional Development

3. Sufficiency of teacher professional development
 - Late start days
 - Completion of CLAD certification
 - CPR
 - 1ST Aide
 - Water safety certification
4. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
 - Staff utilized various late start days to modify five assessment areas.
5. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
 - BTSA
 - Physical Education teachers attend workshops, in-services and conferences to utilize Aeries software, implement state standards and research-based educational practices.
6. Teacher collaboration activities (EPC)
 - Teachers meet every other week during the school day (35 minutes), on six late start days (90 minutes), and three student-free days (6 hours) for collaborative activities.

Teaching and Learning

7. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
 - Alignment of curriculum to the California Physical Education Standards.
8. Sufficient intervention opportunities (EPC)

- Individualized mile run assessment plans
 - Tutorial (all regular school days)
 - Identification of at-risk students
 - Creation of 9th grade principal
 - Lunch time tutorial for at-risk students
 - Availability of on-line grades
 - Grade sheets to track weekly progress
 - Peer tutoring
 - AVID program
 - Read 180
 - CAHSEE study skills class
9. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
- Course 1 and Course 2 level curriculum

Opportunity and Equal Educational Access

10. Services provided by the regular program that enable under performing students to meet standards (NCLB)
- IEP's
 - 504 Plans
11. Research-based educational practices to raise student achievement at this school (NCLB)
- Utilize the California Physical Fitness and the national Presidential Physical Fitness standards to promote student achievement in physical fitness assessments areas.
 - Daily warmup routines to prepare students for Physical Fitness testing.
 - Implementation of AVID Program.

Involvement

12. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
- Special education assessment scores
 - Health information provided by parents/school
13. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated programs. (5 CCR 3932)
- PSTO
 - Site Council

Funding

- Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
- Funds available through PE/Performing Arts grant.

3. ANALYSIS OF CURRENT EDUCATIONAL PRACTICES

F. ELECTIVE COURSES- Business and Technical Education

The following categories are identified by *No Child Left Behind (NCLB)*, *Title I, Part A* and the *California Essential Program Components (EPC)*.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
 - Standardized testing
 - Quizzes, tests, portfolios
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
 - Pre/post test
 - Standardized test scores
 - Staff utilizes formative assessments to guide and modify instruction.

Staffing and Professional Development

3. Sufficiency of teacher professional development
 - Teachers are continually updating skills related to technology taught in department by attending conferences, workshops. They attend advisory meetings to assure they are teaching current and relevant content.
 - Completion of CLAD certification by department members.
4. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
 - Meet the WASC goal action plans
 - CLAD certified
 - Address professional needs
5. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
 - Business Mentors for Virtual Enterprise
 - Business and Technical Education teachers attend workshops, in-services and conferences to keep abreast of changes in textbooks, state standards and research-based educational practices.
6. Teacher collaboration activities (EPC)
 - Meet with department and district business teachers to share and revise lesson plans.

Teaching and Learning

7. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

- Instructional textbooks used are aligned with content standards
8. Sufficient intervention opportunities (EPC)
- 9th graders being identified to attend mandatory lunch assistance.
 - Tutorial (all regular school days)
 - Identification of at-risk students
 - Creation of 9th grade principal
 - Lunch time tutorial for at-risk students
 - Availability of on-line grades
 - Grade sheets to track weekly progress
 - Peer tutoring
 - AVID program
 - Read 180
 - CAHSEE study skills class
9. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Opportunity and Equal Educational Access

10. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
- School psychologist
 - District personnel for the visually impaired
11. Research-based educational practices to raise student achievement at this school (NCLB)
- Implementation of AVID Program.

Involvement

12. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
- The implementation of tutorial at ETHS has been very valuable to assist under-achieving students.
13. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)
- Relationships exist with local business people and parents who act as mentors in the classroom.
 - Guidance Department encourages student enrollment in our program
 - Advisory boards give input to insure current and relevant instruction
 - PSTO
 - Site Council

Funding

14. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

- Carl Perkins funds can be used to purchase additional equipment, books, and assistance where needed and specifically reaches the needs of “special populations.”
- Funding is provided through Carl Perkins grant which addresses the needs of “special populations.”
- ROP programs and funding benefit all business courses

3. ANALYSIS OF CURRENT EDUCATIONAL PRACTICES

F. ELECTIVE COURSES- Performing Arts/Visual Arts

The following categories are identified by *No Child Left Behind (NCLB), Title I, Part A* and the *California Essential Program Components (EPC)*.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
 - Use of the assessments to align curriculum with other schools
 - Grading used to enhance learning, by correcting mistakes to help them improve for the next assignment
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
 - Online grading up to date for students and parents
 - Tracking of all grades for at risk students to help them achieve in all classes

Staffing and Professional Development

3. Sufficiency of teacher professional development
4. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
 - PLC
 - Communicating with other teachers about at risk students
5. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
 - BTSA training provided for all first and second year teachers
 - Performing Arts/Visual Arts teachers attend workshops, in-services and conferences to keep abreast of changes in textbooks, state standards and research-based educational practices.
6. Teacher collaboration activities (EPC)
 - Teachers meet every other week during the school day (35 minutes), on six late start days (90 minutes), and three student-free days (6 hours) for collaborative activities.
 - Meet with other Photography teachers in district

Teaching and Learning

7. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
 - Yes
8. Sufficient intervention opportunities (EPC)
 - Track at risk students through online grades
 - Tutorial (all regular school days)

- Identification of at-risk students
 - Creation of 9th grade principal
 - Lunch time tutorial for at-risk students
 - Availability of on-line grades
 - Grade sheets to track weekly progress
 - Peer tutoring
 - AVID program
 - Read 180
 - CAHSEE study skills class
9. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
- Yes

Opportunity and Equal Educational Access

10. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
- Read 180
 - CAHSEE Language Arts Intervention class
 - Daily tutorial
 - Mandatory lunch tutorial for at-risk freshmen
 - Charger crew/student tutors/Assistance Program
11. Research-based educational practices to raise student achievement at this school (NCLB)
- Implementation of AVID Program

Involvement

12. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
- Tutorial
13. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)
- PSTO
 - Site Council

Funding

1. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
- N/A

3. ANALYSIS OF CURRENT EDUCATIONAL PRACTICES

F. ELECTIVE COURSES- World Languages

The following categories are identified by *No Child Left Behind (NCLB), Title I, Part A* and the *California Essential Program Components (EPC)*.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
 - International assessments: International Baccalaureate exams
 - National assessments: Advanced Placement exams
 - American Association of Teachers of German test for levels 2-4
 - District collaboration among teachers of like levels
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
 - All teachers modify instruction based on formal and informal assessments
 - Implement performance-based assessments guided by ACTFL K-12 performance guidelines

Staffing and Professional Development

3. Sufficiency of teacher professional development
 - COACH (Foreign Language Project at UCI)
 - TPRS (Teaching Proficiency through Reading and Storytelling)
 - FLAOC (Foreign Language Association of Orange County)
 - AP workshops and conferences
 - IB workshops and conferences
 - District technology (all levels)
 - BTSA (Beginning Teacher Support and Assessment) for new teachers
 - Teachers travel abroad to enhance cultural awareness and enhance their language skills
4. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
 - Staff development: COACH, TPRS, FLAOC, AP and IB workshops
 - District technology
 - BTSA
 - On-site development of common assessments
 - CLAD and SDAIE
5. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
 - Tech support
 - Various websites (ex., trackstar.com, worldreference.com, studyspanish.com, conjuguemos.com, comprehensibleinput.com, TPRSstorytelling.com, etc.)
 - Peer coaching within the department
 - Districtwide e-mails about local and state events

- World Languages teachers attend workshops, in-services and conferences to keep abreast of changes in textbooks, state standards and research-based educational practices.
6. Teacher collaboration activities (EPC)
- Informal collaboration at lunch, open periods, after school and during the summer
 - French teachers collaborate after school or on weekends
 - PAR peer mentoring and coaching in the District

Teaching and Learning

7. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
- All texts used by the department have been significantly aligned to the National Standards and ACTFL (American Council on the Teaching for Foreign Languages) proficiency guidelines.
 - Newly revised California State Standards
8. Sufficient intervention opportunities (EPC)
- Level change flexibility
 - E-mail
 - Student progress sheets
 - Phone calls
 - Tutorial (all regular school days)
 - Identification of at-risk students
 - Creation of 9th grade principal
 - Lunch time tutorial for at-risk students
 - Availability of on-line grades
 - Grade sheets to track weekly progress
 - Peer tutoring
 - AVID program
 - Read 180
 - CAHSEE study skills class
9. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
- The materials that accompany the texts are also based on the national Standards and ACTFL proficiency guidelines.

Opportunity and Equal Educational Access

10. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
- Peer tutoring by Spanish and French club members and National Honors Society
 - Period tutorial
 - Frosh tutorial
11. Research-based educational practices to raise student achievement at this school (NCLB)

- TPRS + Krashen's & Cummins' research on reading skills to strengthen foreign language learning
- More hands-on learning for Kinesthetic learners.
- Implementation of AVID Program.
- Re-evaluate departmental homework policy and place more emphasis on reading
- Differentiate assignments and accommodate multiple modalities

Involvement

12. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
 - Websites conjuguemos.com, wikipedia.com, etc.
 - Online posting of grades
 - Teacher websites
13. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)
 - Language clubs involve parents, students, and community
 - French Honor Society and National French Week involve parents and community
 - Collaboration with other teachers in the district
 - Vertical team building within the department
 - Ballet Folklorio
 - PSTO
 - Site Council
 - 5 de mayo program
 - International Week (March)
 - American Field Studies (International Exchange Students)

Funding

14. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

4. SCHOOL AND STUDENT PERFORMANCE DATA SUMMARY

Schools have received data summaries from the SVUSD Testing Coordinator. Student performance data summaries for schools and districts are also available online at the California Department of Education web site at <http://www.cde.ca.gov/ds/sp/>. School and student data should be used to determine needed improvements. Available state data includes:

- [Academic Performance Index \(API\)](http://www.cde.ca.gov/ds/sp/ap/) (<http://www.cde.ca.gov/ds/sp/ap/>)
Measures the academic performance and growth of schools using student test score and demographic data.
- [Adequate Yearly Progress \(AYP\)](http://www.cde.ca.gov/ds/sp/ay/) (<http://www.cde.ca.gov/ds/sp/ay/>)
Required by the federal *No Child Left Behind Act*, AYP measures the performance of California schools and districts.
- [California Longitudinal Pupil Achievement Data System \(CALPADS\)](http://www.cde.ca.gov/ds/sp/cl/) (<http://www.cde.ca.gov/ds/sp/cl/>)
A system that allows for tracking a student's academic performance over time.
- [Postsecondary Preparation](http://www.cde.ca.gov/ds/sp/ai/) (<http://www.cde.ca.gov/ds/sp/ai/>)
Provides standardized test scores from the Scholastic Assessment Test (SAT-I), American College Test (ACT), and the Advanced Placement Tests (AP) that measure high school students' achievement.
- [School Accountability Report Card \(SARC\)](http://www.cde.ca.gov/ds/sp/sa/) (<http://www.cde.ca.gov/ds/sp/sa/>)
Evaluates and compares schools in terms of student achievement, environment, resources, and demographics.

Additional testing and accountability data are available online at the California Department of Education web site at <http://www.cde.ca.gov/ta> and includes:

- [Standardized Testing and Reporting \(STAR\)](#)
Administration of the STAR program. Test results are used for student and school accountability purposes.
- [California High School Exit Exam \(CAHSEE\)](#)
All public school students are required to pass the exam to earn a high school diploma.

Additional Data on Schools and Districts

[DataQuest](#) provides a variety of information about California schools and districts, including:

- School Performance Test Scores
- Student Demographics
- School Staffing
- Student Misconduct & Intervention
- Subject Area/Courses
- Technology Use & Proficiency

In addition, custom reports can be designed. This information is available online at <http://data1.cde.ca.gov/dataquest>.

Just for the Kids website: www.jftk-ca.org includes "best practices" and research based activities.

4. SCHOOL AND STUDENT PERFORMANCE DATA SUMMARY (continued)

Conclusions from Student Performance Data:

Student performance data from 2008-2009:

- API went from 815 to 806.
- Low SES, Hispanic, and SPED sub-group did not meet growth target.
- We continue to maintain a high passing rate on the CAHSEE (for grades 10-12)
- We continue to maintain a graduation rate over 97%
- A decrease in the amount of Ds and Fs for ninth grade students

Student performance data from 2008-09 revealed areas for improvement:

- Significant sub-groups scored well below (more than 100 points) the school's API growth target.
- Performance and behavioral data indicate that many ninth graders experience difficulty in making the transition from intermediate school to high school

Conclusions from Parent, Teacher and Student Input:

Parent, teacher and student surveys, along with formal and informal conversations, support the following conclusions:

- Implementation of the Professional Learning Communities model will be an effective tool in improving student learning and raising the performance level of all students
- Additional time is necessary to implement change as it relates to narrowing the achievement gap between the school highest and lowest achieving student populations.
- Ninth grade students need additional support to ease the transition from intermediate school and prepare them for the rigors of high school.
- Maintaining and upgrading classroom technology will be an important part of school-wide modernization

School Goals for Improving Student Achievement:

Goal #1: To expand school-wide professional learning communities and the impact of collaborative teams for each course or grade level and to develop a systematic intervention plan for underachieving students.

Goal #2: To expand and perfect the program for ninth grade students for transition to high school, addressing at-risk behavior and performance as early as possible and providing support for both academic and social adjustment.

Goal #3: Improve student achievement as it relates to narrowing the achievement gap between the school's lowest performers and it highest performers.