

# Los Angeles Unified School District

## *Single Plan for Student Achievement*

**2011 – 2012  
Implementation  
Arleta High School**



### **Superintendent**

John Deasy

### **Board Members**

Mónica Garcia, Board President

Marguerite Poindexter LaMotte

Tamar Galatzan

Steve Zimmer

Bennett Kayser

Nury Martinez

Richard Vladovic

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**SCHOOL PROGRAM IDENTIFICATION**

|                                 |                          |
|---------------------------------|--------------------------|
| School Name: Arleta High School | Local District: 2        |
| District CDS Code: 1964733      | School CDS Code: 0112045 |
| Initial Year: 2011-2012         |                          |

**For additional information on our school programs contact the following:**

|                            |                                       |
|----------------------------|---------------------------------------|
| Principal: Dr. Linda Calvo | E-mail address: Linda.calvo@lausd.net |
| Contact Person:            | Position:                             |
| Address:                   | E-mail address:                       |
|                            | Telephone Number: (818) 686-4100      |

Indicate which of the following Federal, State and Local Programs are consolidated in this plan:

|   |  |
|---|--|
| <input checked="" type="checkbox"/> Economic Impact Aid (EIA)   | <input type="checkbox"/> School Improvement Grant (SIG) Cohort 1   |
| <input checked="" type="checkbox"/> EIA-LEP (Limited English Proficiency)   | <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)   |
| <input checked="" type="checkbox"/> EIA-SCE (State Compensatory Education)  | <input type="checkbox"/> Title I Targeted Assistance School (TAS)  |
| <input type="checkbox"/> EIA-EDY (Educationally Disadvantaged Youth)  | <input type="checkbox"/> Title II Professional Development   |
| <input type="checkbox"/> SBCP (School Based Coordinated Program)  | <input checked="" type="checkbox"/> Title III English Language Acquisition, Language Enhancement, and Academic Achievement |
| <input type="checkbox"/> Quality Education Investment Act (QEIA)  | <input type="checkbox"/> LAUSD Public School Choice  |
| <input checked="" type="checkbox"/> Program Improvement (PI)  | <input type="checkbox"/> Other: _____  |
| <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 3 <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5+ | _____  |

|  |      |
|--|------|
| The District Governing Board approved this Revision to Update the <i>Single Plan for Student Achievement</i> on: |      |
|  | Date |

|   |      |   |      |
|---|------|---|------|
| The Local District staff has reviewed the School Plan with the principal and agreed to support and provide feedback for implementation. |      |   |      |
| Signature   |      | Signature                                 |      |
| _____   |      | _____                                     |      |
| Local District Director of School Services  | Date | Local District Superintendent or Designee | Date |

**PROGRAM IMPROVEMENT YEAR 3  
2011-2012 Corrective Action Decision**

**Directions:** NCLB requires that LEAs select at least one Corrective Action. Please check the applicable box(es) and insert behind the Assurances pages of the *Single Plan for Student Achievement (SPSA)*. Strategies and activities to support the corrective actions should be described in the appropriate Accountability Matrix pages.

|   |  |
|---|--|
| <input type="checkbox"/> <b>Decrease management authority at the school level.</b> (Decreased management authority may include limiting final approval of categorical budgets, staff selection through the LEARN/SBM process if applicable, approval of any waiver based upon the school's Program Improvement status.)<br><br><ul style="list-style-type: none"> <li>•Provide details on the Local District Monitoring page.</li> </ul>  | <input type="checkbox"/> <b><u>Appoint an outside entity to advise the school on its progress toward making adequate yearly progress based on its school plan</u></b><br><br>Indicate name of outside entity: _____  |
| <input type="checkbox"/> <b><u>Mandate full implementation of the core curriculum including District initiatives such as Response to Instruction and Intervention (RTI<sup>2</sup>) and appropriate professional development as described in the Local Educational Agency Plan and SPSA</u></b> to ensure that all staff members have the appropriate certification, knowledge, and skills. Particular attention should be focused on implementation of the curriculum or new curriculum adoptions (if applicable) and the professional development necessary to meet the needs of the targeted groups relevant to the school's failure to make adequate yearly progress. (Describe in the "Comprehensive Needs Assessment to Determine Key Findings", "Accountability Matrix", and "Monitoring" page of the SPSA.) | <input type="checkbox"/> <b><u>Restructure the internal organization of the school by:</u></b> (Select at least one of the options below and describe the process in "School Safety/Organization/Support Structures section of the SPSA.")<br><input type="checkbox"/> Institute APPROVED Small Learning Communities (SLCs) (per the guidelines of LAUSD BUL-1600)<br><input type="checkbox"/> Operate Small Schools – ( ) number of schools with separate CDS codes<br><input type="checkbox"/> Received CDE School Improvement Grant (SIG) and will be implementing:<br><input type="checkbox"/> Transformation Model<br><input type="checkbox"/> Turnaround Model<br><input type="checkbox"/> Restart Model<br><br><input type="checkbox"/> Participate in Public School Choice process (Include a description of specific actions/strategies to address student needs of this LAUSD Board reform in the appropriate section of the SPSA) |
| <input type="checkbox"/> <b><u>Extend the school year or school day for the school through the addition of instructional minutes.</u></b> (Describe in "School Safety/Organization/Support Structures pages")<br>Indicate the number of instructional minutes per week: _____   |  |

|                                 |            |           |      |
|---------------------------------|------------|-----------|------|
| Local District Superintendent:  |            |           |      |
|                                 | Print Name | Signature | Date |
| Local District Principal Leader |            |           |      |
|                                 | Print Name | Signature | Date |
| Principal:                      |            |           |      |
|                                 | Print Name | Signature | Date |
| School Site Council Chair:      |            |           |      |
|                                 | Print Name | Signature | Date |

**PROGRAM IMPROVEMENT YEAR 4  
2011-2012  
School Restructuring Decision**

The School Restructuring decision is based on the following principles of restructuring: a major reorganization of the school’s structure that makes fundamental reforms; substantial promise of enabling the school to make Annual Yearly Progress (AYP); and consistency with State law.

**Directions:** The LEA selects one or more Restructuring Options. Check the applicable box(es). Strategies and activities to support the restructuring decisions should be described in the appropriate Accountability Matrix pages.

|                                     |  |   |
|-------------------------------------|--|---|
| <input type="checkbox"/>            | <b>Enter into a contract with an outside entity to manage or provide guidance in the management and operation of the school.</b> (The District must have a Memorandum of Understanding (MOU) with the outside entity to utilize this option.)  |   |
|                                     | <ul style="list-style-type: none"> <li>• iDesign Partner (Indicate name of partner):</li> </ul>  |   |
| <input type="checkbox"/>            | <b>Reopen the school as a charter school.</b> (Schools selecting this option will need to submit a proposal to the Charter Office for approval by the Board of Education.)   |   |
| <input checked="" type="checkbox"/> | <b>Select one of the other major restructuring options below:</b> (Select at least one of the options below and describe the process to implement in the “School Safety/Organization/Support Structures” section of the Accountability Matrix) |   |
| <input type="checkbox"/>            | Participate in Public School Choice process. (Include a description of specific actions/strategies to address student needs of this LAUSD Board reform in the appropriate section of the SPSA)   | <input checked="" type="checkbox"/>   |
|                                     |  | Operate APPROVED Small Learning Communities (SLCs) (per guidelines of LAUSD BUL-1600) |
| <input type="checkbox"/>            | CDE School Improvement Grant (SIG) recipient and will implement the following model:   | <input type="checkbox"/>  |
|                                     | <input type="checkbox"/> Transformation Model  | Operate Small Schools - ( ) number of schools with separate CDS codes                 |
|                                     | <input type="checkbox"/> Turnaround Model  | <input type="checkbox"/>  |
|                                     | <input type="checkbox"/> Restart Model   | Implement Professional Learning Communities (PLCs)                                    |

|                                 |                   |           |       |
|---------------------------------|-------------------|-----------|-------|
| Local District Superintendent:  | Alma Pena-Sanchez | _____     | _____ |
|                                 | Print Name        | Signature | Date  |
| Local District Principal Leader | Manuel Diaz       | _____     | _____ |
|                                 | Print Name        | Signature | Date  |
| Principal:                      | Dr. Linda Calvo   | _____     | _____ |
|                                 | Print Name        | Signature | Date  |
| School Site Council Chair:      | Blanca Gonzalez   | _____     | _____ |
|                                 | Print Name        | Signature | Date  |

**PROGRAM IMPROVEMENT YEAR 5+  
2011-2012 School Restructuring Decision**

The School Restructuring decision is based on the following principles of restructuring: a major reorganization of the school’s structure that makes fundamental reforms; substantial promise of enabling the school to make Annual Yearly Progress (AYP); and consistency with State law.

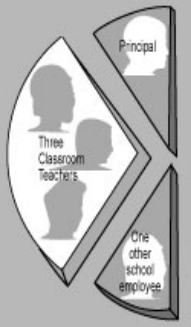



**Directions:** The LEA selects one or more Restructuring Options. Check the applicable box(es). Strategies and activities to support the restructuring decisions should be described in the appropriate Accountability Matrix pages.

|                                     |   |                                     |   |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/>            | <b><u>Enter into a contract with an outside entity to manage or provide guidance in the management and operation of the school.</u></b> (The District must have a Memorandum of Understanding (MOU) with the outside entity to utilize this option.)<br>▪ iDesign Partner (Indicate name of partner): |                                     |   |
| <input type="checkbox"/>            | <b><u>Reopen the school as a charter school.</u></b> (Schools selecting this option will need to submit a proposal to the Charter Office for approval by the Board of Education.)   |                                     |   |
| <input checked="" type="checkbox"/> | <b><u>Select one of the other major restructuring options below:</u></b> (Select at least one of the options below and describe the process to implement in the “School Safety/Organization/Support Structures” section of the Accountability Matrix)   |                                     |   |
| <input type="checkbox"/>            | Participate in Public School Choice process. (Include a description of specific actions/strategies to address student needs of this LAUSD Board reform in the appropriate section of the SPSA)  | <input checked="" type="checkbox"/> | Operate APPROVED Small Learning Communities (SLCs) (per guidelines of LAUSD BUL-1600) |
| <input type="checkbox"/>            | CDE School Improvement Grant (SIG) recipient and will implement the following model:<br><input type="checkbox"/> Transformation Model<br><input type="checkbox"/> Turnaround Model<br><input type="checkbox"/> Restart Model  | <input type="checkbox"/>            | Operate Small Schools - ( ) number of schools with separate CDS codes                 |
|                                     |   | <input type="checkbox"/>            | Implement Professional Learning Communities (PLCs)                                    |

|                                 |            |           |      |
|---------------------------------|------------|-----------|------|
| Local District Superintendent:  |            |           |      |
|                                 | Print Name | Signature | Date |
| Local District Principal Leader |            |           |      |
|                                 | Print Name | Signature | Date |
| Principal:                      |            |           |      |
|                                 | Print Name | Signature | Date |
| School Site Council Chair:      |            |           |      |
|                                 | Print Name | Signature | Date |

## School Site Council Composition (SSC)

EC 52012, 52852

|  |   |
|--|---|
| <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Total 5</b></p>  <p>Principal<br/>Three Classroom Teachers<br/>One other school employee</p> </div> <div style="width: 45%;"> <p><b>Total 5</b></p>  <p>Five parents or community members</p> </div> </div> <div style="text-align: center; margin-top: 10px;"> <h3>Elementary</h3> <p>In elementary schools, half of the members are the principal, classroom teachers, and other school personnel; half are parents or other community members. Classroom teachers are a majority of the first group. (EC 52852)</p> </div> <p>The membership of the council shall be no fewer than 10 members.</p> | <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Total 6</b></p>  <p>Principal<br/>Four Classroom Teachers<br/>One other school employee</p> </div> <div style="width: 45%;"> <p><b>Total 6</b></p>  <p>Three parents or community members<br/>Three students</p> </div> </div> <div style="text-align: center; margin-top: 10px;"> <h3>Secondary</h3> <p>In secondary schools, half of the members are the principal, classroom teachers, and other school personnel; half are students and parents or other community members. Classroom teachers are a majority of the first group; students make up one-half of the second group. (EC 52852)</p> </div> <p>The membership of the council shall be no fewer than 12 members. *</p> |
|--|---|

\* A School Site Council at the middle school may, but is not required to, include student representatives (EC 33133-C).

| Part A – School Staff |           |                   |                 | Part B – Parents/Community |        |           |         |
|-----------------------|-----------|-------------------|-----------------|----------------------------|--------|-----------|---------|
| Name                  | Principal | Classroom Teacher | Other Personnel | Name                       | Parent | Community | Student |
| Dr. Linda Calvo       | X         |                   |                 | Blanca Gonzalez            |        |           | X       |
| Lilia Grava           |           | X                 |                 | Marcela Alfaro             |        |           | X       |
| Maria Arredondo       |           | X                 |                 | Cristal Jaramillo          |        |           | X       |
| Hector Perez-Roman    |           | X                 |                 | Alfonsina Valdez           |        |           | X       |
| Heather Schoenthal    |           | X                 |                 | Lucy Gonzalez              | X      |           |         |
| Jose Loza             |           |                   | X               | Edgar Jimenez              | X      |           |         |
|                       |           |                   |                 |                            |        |           |         |

Total number in each column      1      4      1  
 Total number in Part A      6

Total number in each column      2      4  
 Total number in Part B      6

\_\_\_\_\_  
 Blanca Gonzalez      Student  
 Name of SSC Chairperson      Position (e.g., Parent, Teacher)

\_\_\_\_\_  
 Dr. Linda Calvo  
 Name of Principal

\_\_\_\_\_  
 Signature of SSC Chairperson      12/5/11  
 Date

\_\_\_\_\_  
 Signature of Principal      12/5/11  
 Date



## Parent Involvement Policy

*Each school in LAUSD is required to develop a written parent involvement policy. This policy describes how the school will support and increase parent involvement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be agreed upon by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.*

*Schools not receiving categorical funds must develop a written parent involvement policy with the participation of parents and community members that describes how the school will:*

- (a) engage parents in their children's education*
- (b) inform parents that they can directly affect the success of their children's learning*
- (c) build consistent and effective communication between the home and school*
- (d) train teachers and administrators to communicate effectively with parents*
- (e) integrate parent involvement programs with the Single Plan for Student Achievement (EC 11504)*

*Questions regarding this requirement should be addressed to the Local District Parent Ombudsperson or School, Family and Parent/Community Services Branch at (213) 481-3350.*

| Committees                      | Chairperson       |           | Check            |       | Date of review by Committee |
|---------------------------------|-------------------|-----------|------------------|-------|-----------------------------|
|                                 | Print Name        | Signature | Parent/Community | Staff |                             |
| Compensatory Education Advisory | Katherine Escobar |           | X                |       | 12/5/11                     |
| English Learner Advisory        | Laura Gomez       |           | X                |       | 12/5/11                     |

| Council             | Chairperson     |           | Check            |       | Date of review and approval by Council |
|---------------------|-----------------|-----------|------------------|-------|--|
|                     | Print Name      | Signature | Parent/Community | Staff |  |
| School Site Council | Blanca Gonzalez |           | X                |       | 12/5/11                                |

| Person(s) Responsible for Parental Involvement Activities at the School<br>Print Name (s) | Signature(s) |
|---|--------------|
| Jose Loza   |              |

**Los Angeles Unified School District Profile**

District Mission Statement

The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

**District Description:**

**PI Corrective Action:**

The school institutes and fully implements the core curriculum that is built on State academic content standards, including providing appropriate professional development grounded in scientifically-based research for all relevant staff, that offers substantial promise of improving educational achievement for high priority pupils.

**District Priorities:**

- Provide professional development to assist local district and school-site staff with full implementation of the District's Framework for Response to Instruction and Intervention (RtI<sup>2</sup>).
- Use data to ensure instruction is provided at the intensity necessary for all students to succeed.
- Implement curriculum-based measures (i.e., Progress Monitoring) to inform instruction and maximize student exposure to that instruction.

**District Core Program for All Students:**

The core program of the District is built on the *California State Content Standards* and grounded in evidence-based pedagogy for effective delivery of those standards. Embedded throughout is the use of a comprehensive assessment program that guides instruction and immediate intervention. The District has adopted four culturally responsive and linguistically appropriate instructional strategies that are threaded throughout all PreK-12 content instruction. Instructional strategies include the use of advanced graphic organizers, explicit instruction in academic vocabulary, use of communal learning strategies such as Think/Pair/Share, cooperative learning, project-based learning, and the use of instructional conversations to actively engage students in learning. Differentiation, SDAIE strategies, and scaffolding are used to ensure instruction meets the needs of all students including gifted and talented students, students with disabilities, and English learners (both English Learners and Standard English Learners). Strong classroom management as outlined in the District's Discipline Foundation Policy frames the instructional program. Maximum use of academic engaged time is accomplished through planning resulting in clear expectations, preparing for transitions, and developing instruction that engages students in learning.

# MISSION STATEMENTS AND SCHOOL DESCRIPTIONS

Arleta High School (AHS) is located in the community of Arleta, Los Angeles, California. AHS is a newly constructed school which opened in October 2006. AHS was built to relieve James Monroe, Francis Polytechnic, and San Fernando Senior High Schools. Our feeder middle schools are Pacoima, Byrd and Sepulveda. We have three Small Learning Communities (SLC): Science, Math and Related Technologies (SMART), Social Justice (SJ), and Visual and Performing Arts (VAPA). Each SLC at AHS has its own mission statement. The mission of SMART is to empower students with academically relevant skills to collaboratively process information in a technology based world to meet the demands of the 21<sup>st</sup> century. The mission of VAPA is to achieve academic excellence and enrich the quality of life through a strong education community, quality teaching and the exploration of the arts; to promote civic responsibility, individuality and self expression. The mission of Social Justice is to promote awareness and involvement in local and global issues through career options and inspiring experiences that explore equality and justice. AHS's vision is to challenge every student to attain academic and personal success through a rigorous and relevant curriculum that is supported by positive relationships. AHS has four Expected School wide Learning Results (ESLR). All students will become Community Contributors, Critical Thinkers, Effective Communicators, and Self-Directed Learners. The school's vision and identified learning results are actualized by the school community. AHS's vision is made real by a quality instructional program and genuine positive relationships among stakeholders. The vision continually guides the multi-faceted work of stakeholders in the AHS teaching and learning community. Each SLC has further identified a success indicator that is relevant to the focus of the SLC for each ESLR. For SMART, students will be Community Contributors who collaborate effectively to reach consensus, facilitate objectives and share responsibility. They will also be Community Contributors who comprehend, acknowledge and respect the relationship between the scientific disciplines and the human community. SMART students will also be Critical Thinkers who assess and synthesize outcomes. SMART students will be Effective Communicators who listen empathetically showing respect for the ideas of others and presenting alternative solutions to roadblocks in communication. They will express themselves in quantitative terms and use numerical techniques of mathematics. SMART students will be self-directed learners who conduct themselves in a professional manner dressing appropriately for a school and professional environment. They will master and apply technological tools effectively, use electronic information appropriately and adapt to new technology and its uses. For Social Justice, students will be Community Contributors who identify and apply themes of social justice to community activities. Social Justice students will be Critical Thinkers who analyze and interpret social and political issues. They will also be Effective Communicators who communicate knowledge of social systems by participating in school and/or community activities. Social Justice students will be Self-directed Learners who create and implement solutions for issues impacting the community. VAPA students will be Community Contributors who provide community performances and exhibitions of art and media. VAPA students will also be Critical Thinkers who interpret, evaluate and apply aesthetic qualities of art. They will be Effective Communicators who perform and present in a variety of media. Finally, VAPA students will be Self-directed Learners who are fully aware of their creative passion, talent and expressive ability. The Expected Learning Results are revisited and confirmed annually during professional development. Actualizing the vision and ESLRs guides the collaboration at community meetings, in professional collaboration, and in classrooms. Students regularly reflect on their own learning in the context of the ESLRs and maintain a portfolio that documents their development in the areas of effective communication, critical thinking, community contribution, and self-directed learning. The Advisory portfolio is an integral part of the learning experience at AHS and successful completion of the portfolio process is required to participate in graduation ceremonies. Students believe that the process of reflecting upon their work and developing, presenting and defending their portfolio helps prepare them for the world of work and higher learning.

AHS opened in October 2006 to 9<sup>th</sup> and 10<sup>th</sup> grade students. Over the following two years the instructional program and student body grew including new 9<sup>th</sup> grade classes becoming a comprehensive high school serving students in grades 9 through 12. In June 2009, the inaugural graduating class received diplomas. AHS is located in the community of Arleta in the northeast San Fernando Valley of Los Angeles. Arleta, like the northeast San Fernando Valley, is a mixed use residential and commercial area in the Los Angeles Metropolitan area. AHS primarily serves the students of the Arleta community, but also draws from the surrounding communities of Pacoima, San Fernando, Panorama City and North Hills. An estimated 32,622 people live in the 3.1 square miles which is Arleta. The average percentage of AHS' residents is foreign born (46.0%), the majority of whom were born in Mexico. Over half of the residents of Arleta (53.3%) are of Mexican heritage. 26% of Arleta residents live below the poverty line. 80% of AHS students are on free lunch and 7% of students are on reduced-priced lunch. The average adjusted gross household income for Arleta is \$26,326. The level of educational attainment for adult Arleta residents remains low. The majority of Arleta residents do not have a high school diploma. AHS is a grade 9-12 school. Our student enrollment is as follows: In 2006-2007, our grade 9-10 student population was 1077. In 2007-2008, our grade 9-11 student population was 1657. The following year we had all four grade levels and enrollment reached 1826. Currently our enrollment is 1,900 students. The student body consists of a high percentage of English Learners (EL), the vast majority whose primary language is Spanish. Our school facility is considerably small sitting on 12 acres. The limited space required a compact design which helps personalize the learning experience for staff and students. The limited space also required logistical problem-solving to maximize the use of space and student programs. For instance there is only one computer lab. AHS also has one library with a full-time library-media services teacher who facilitates library practice lessons using a SMART board ©.

AHS vision, design, curriculum and programs were collaboratively developed. Stakeholder decision making, guided by educational research, resulted in three SLCs, a 4 by 4 block schedule, an Advisory class, and a balanced traditional calendar. We have purchased language translation devices for parent meetings in order that parents understand the data analysis discussion held at all categorical Advisory committee meetings and school site council meetings.

Despite continual improvement in student achievement, AHS has not met its AYP goals and is currently in PI4 status.

**COMPREHENSIVE NEEDS ASSESSMENT**

**Directions:** Download the School Performance Meter and input the School Baseline Data. Upon determining the School Annual Targets, input the targets.

**School Performance Meter**

| GOAL 1: 100% GRADUATION   | School Baseline |         |         |         | School Annual Targets |         |         | LAUSD Annual Targets |         |         |
|---|-----------------|---------|---------|---------|-----------------------|---------|---------|----------------------|---------|---------|
|   | 2007-08         | 2008-09 | 2009-10 | 2010-11 | 2011-12               | 2012-13 | 2013-14 | 2011-12              | 2012-13 | 2013-14 |
| A. Four-Year Cohort Graduation Rate   |                 | 54%     | 70%     | 75%     | 77%                   | 79%     | 81%     | 60                   | 63      | 70      |
| B. Students On-Track for Meeting A-G Requirements                                 |                 |         | 25%     | 26%     | 31%                   | 36%     | 41%     | 38                   | 50      | 75      |
| GOAL 2: PROFICIENCY FOR ALL   | School Baseline |         |         |         | School Annual Targets |         |         | LAUSD Annual Targets |         |         |
|   | 2007-08         | 2008-09 | 2009-10 | 2010-11 | 2011-12               | 2012-13 | 2013-14 | 2011-12              | 2012-13 | 2013-14 |
| A. English Language Arts, Elementary: Proficient & Advanced                       |                 |         |         |         |                       |         |         | 60                   | 67      | 74      |
| B. English Language Arts, Secondary: Proficient & Advanced                        | 24%             | 23%     | 28%     | 29%     | 34%                   | 39%     | 44%     | 45                   | 50      | 54      |
| C. Mathematics, Elementary: Proficient & Advanced                                 |                 |         |         |         |                       |         |         | 69                   | 75      | 82      |
| D. Mathematics, Secondary: Proficient & Advanced                                  | 3%              | 4%      | 7%      | 7%      | 11%                   | 16%     | 21%     | 36                   | 41      | 47      |
| E. 3rd Grade Proficiency Rate in English Language Arts                            |                 |         |         |         |                       |         |         | 49                   | 55      | 62      |
| F. Proficiency in Algebra   | 3%              | 10%     | 11%     | 9%      | 10%                   | 15%     | 20%     | 38                   | 47      | 55      |
| G. Reclassification Rates   | 23%             | 17%     | 15%     | 10%     | 15%                   | 20%     | 24%     | 21                   | 24      | 27      |
| GOAL 3: 100% ATTENDANCE   | School Baseline |         |         |         | School Annual Targets |         |         | LAUSD Annual Targets |         |         |
|   | 2007-08         | 2008-09 | 2009-10 | 2010-11 | 2011-12               | 2012-13 | 2013-14 | 2011-12              | 2012-13 | 2013-14 |
| A. Percentage of students with 96% or higher attendance                           | 48%             | 54%     | 60%     | 54%     | 66%                   | 71%     | 76%     | 66                   | 71      | 76      |
| B. Percentage of staff with 96% or higher attendance                              | 60%             | 56%     | 65%     | 60%     | 69%                   | 74%     | 79%     | 69                   | 74      | 79      |
| GOAL 4: PARENT AND COMMUNITY ENGAGEMENT   | School Baseline |         |         |         | School Annual Targets |         |         | LAUSD Annual Targets |         |         |
|   | 2007-08         | 2008-09 | 2009-10 | 2010-11 | 2011-12               | 2012-13 | 2013-14 | 2011-12              | 2012-13 | 2013-14 |
| A. Percentage of parents who talk with the teacher about their child's schoolwork |                 | 48%     | 46%     | 42%     | 44%                   | 46%     | 48%     | 65                   | 70      | 75      |
| B. Parent participation on School Experience Surveys                              |                 | 19%     | 21%     | 35%     | 40%                   | 45%     | 50%     | 35                   | 40      | 50      |
| GOAL 5: SCHOOL SAFETY   | School Baseline |         |         |         | School Annual Targets |         |         | LAUSD Annual Targets |         |         |
|   | 2007-08         | 2008-09 | 2009-10 | 2010-11 | 2011-12               | 2012-13 | 2013-14 | 2011-12              | 2012-13 | 2013-14 |
| A. Instructional days lost to suspension  | 143             | 234     | 159     | 198     | 189                   | 180     | 170     | 40,876               | 38,376  | 35,876  |
| B. % of students who feel safe on school grounds (agree or strongly agree)        |                 |         | 93%     | 92%     | 93%                   | 95%     | 97%     | 86                   | 88      | 90      |

# COMPREHENSIVE NEEDS ASSESSMENT

**Directions:** Insert the school's **Data Summary Sheet** and **AYP Report** in order to analyze the data to determine strategies that will help improve teaching and increase student achievement.

| PERFORMANCE METER - DATA SUMMARY SHEET   |                 |                                  |  |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
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| <b>ARLETA SENIOR HIGH</b><br>14200 VAN NUYS BLVD ARLETA 91331<br>Student Demographics (2010-11)<br>Total Students Enrolled: 1,989  |                 |                                  |  |  | <b>GOAL 2: Proficiency For All</b>         |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| <table border="1"> <tr> <td>African American</td> <td>2%</td> <td>English Learners</td> <td>26%</td> </tr> <tr> <td>American Indian</td> <td>1%</td> <td>Reclassified ELs (RFEP)</td> <td>46%</td> </tr> <tr> <td>Asian</td> <td>6%</td> <td>Students with Disabilities</td> <td>16%</td> </tr> <tr> <td>Hispanic</td> <td>1%</td> <td>Economically disadvantaged</td> <td>36%</td> </tr> <tr> <td>Latino</td> <td>94%</td> <td>Identified Gifted - All</td> <td>19%</td> </tr> <tr> <td>Pacific Islander</td> <td>6%</td> <td>Identified Gifted - African Amer</td> <td>19%</td> </tr> <tr> <td>White (not Latino)</td> <td>1%</td> <td>Identified Gifted - Latino</td> <td>19%</td> </tr> </table>   |                 |                                  |  |  | African American                           | 2%              | English Learners | 26%  | American Indian | 1%         | Reclassified ELs (RFEP)         | 46%             | Asian   | 6%              | Students with Disabilities | 16%                     | Hispanic | 1%        | Economically disadvantaged | 36%         | Latino     | 94%       | Identified Gifted - All | 19%     | Pacific Islander | 6%        | Identified Gifted - African Amer | 19%     | White (not Latino) | 1%      | Identified Gifted - Latino | 19%     | <table border="1"> <tr> <th colspan="3">English Learner Progress</th> <th colspan="3">English Learner Accountabilities</th> </tr> <tr> <td></td> <td>2009-10</td> <td>2010-11</td> <td></td> <td>2009-10</td> <td>2010-11</td> </tr> <tr> <td>Scoring Proficient on CELDT</td> <td>50.0%</td> <td>43.0%</td> <td>AMAO 1 - CELDT Annual Growth</td> <td>No</td> <td>50.0%</td> <td>43.0%</td> </tr> <tr> <td>Scoring Basic or Above on CST ELA</td> <td>34.1%</td> <td>25.7%</td> <td>AMAO 2 - Attaining Eng Prof &lt; 5 Yrs &gt; 5 Yrs</td> <td>No</td> <td>15.4%</td> <td>13.0%</td> </tr> <tr> <td>Passing English/Hispanic with 'C' or above</td> <td>64.4%</td> <td>54.3%</td> <td>AMAO 3 - Proficiency in ELA</td> <td>No</td> <td>20.7%</td> <td>20.7%</td> </tr> <tr> <td></td> <td>2009-10</td> <td>2010-11</td> <td>Proficiency in MATH</td> <td>Yes</td> <td>25.7%</td> <td>22.0%</td> </tr> <tr> <td>Reclassification Rate Trend:</td> <td>15.0%</td> <td>14.0%</td> <td>10.2%</td> <td></td> <td></td> </tr> </table> |       |            |         |       | English Learner Progress |                 |           | English Learner Accountabilities |       |                 |            | 2009-10   | 2010-11   |                  | 2009-10 | 2010-11 | Scoring Proficient on CELDT | 50.0%                            | 43.0% | AMAO 1 - CELDT Annual Growth | No                               | 50.0% | 43.0% | Scoring Basic or Above on CST ELA | 34.1%   | 25.7%   | AMAO 2 - Attaining Eng Prof < 5 Yrs > 5 Yrs | No    | 15.4%   | 13.0%   | Passing English/Hispanic with 'C' or above | 64.4% | 54.3%     | AMAO 3 - Proficiency in ELA             | No                | 20.7% | 20.7%                 |         | 2009-10 | 2010-11            | Proficiency in MATH | Yes     | 25.7%               | 22.0% | Reclassification Rate Trend: | 15.0%    | 14.0%   | 10.2%   |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| African American   | 2%              | English Learners                 | 26%  |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| American Indian  | 1%              | Reclassified ELs (RFEP)          | 46%  |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Asian  | 6%              | Students with Disabilities       | 16%  |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Hispanic   | 1%              | Economically disadvantaged       | 36%  |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Latino   | 94%             | Identified Gifted - All          | 19%  |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Pacific Islander   | 6%              | Identified Gifted - African Amer | 19%  |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| White (not Latino)   | 1%              | Identified Gifted - Latino       | 19%  |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| English Learner Progress   |                 |                                  | English Learner Accountabilities               |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
|  | 2009-10         | 2010-11                          |  | 2009-10                                | 2010-11                                    |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Scoring Proficient on CELDT  | 50.0%           | 43.0%                            | AMAO 1 - CELDT Annual Growth                   | No                                     | 50.0%                                      | 43.0%           |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Scoring Basic or Above on CST ELA  | 34.1%           | 25.7%                            | AMAO 2 - Attaining Eng Prof < 5 Yrs > 5 Yrs    | No                                     | 15.4%                                      | 13.0%           |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Passing English/Hispanic with 'C' or above   | 64.4%           | 54.3%                            | AMAO 3 - Proficiency in ELA                    | No                                     | 20.7%                                      | 20.7%           |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
|  | 2009-10         | 2010-11                          | Proficiency in MATH                            | Yes                                    | 25.7%                                      | 22.0%           |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Reclassification Rate Trend:   | 15.0%           | 14.0%                            | 10.2%  |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| <table border="1"> <tr> <th colspan="3">AYP</th> <th colspan="3">AYP</th> </tr> <tr> <td></td> <td>2009-10</td> <td>2010-11</td> <td>Chg</td> <td></td> <td>2009-10</td> <td>2010-11</td> </tr> <tr> <td>State Met</td> <td>11</td> <td>11</td> <td></td> <td>State Met</td> <td>11</td> <td>11</td> </tr> <tr> <td>State Possible</td> <td>18</td> <td>18</td> <td></td> <td>State Possible</td> <td>18</td> <td>18</td> </tr> <tr> <td>PI Year</td> <td>4</td> <td>4</td> <td></td> <td>PI Year</td> <td>4</td> <td>4</td> </tr> <tr> <td>Year Entered PI</td> <td>2006-2009</td> <td>2006-2009</td> <td></td> <td>Year Entered PI</td> <td>2006-2009</td> <td>2006-2009</td> </tr> </table>   |                 |                                  |  |  | AYP  |                 |                  | AYP  |                 |            |                                 | 2009-10         | 2010-11 | Chg             |                            | 2009-10                 | 2010-11  | State Met | 11                         | 11          |            | State Met | 11                      | 11      | State Possible   | 18        | 18                               |         | State Possible     | 18      | 18                         | PI Year | 4   | 4     |            | PI Year | 4     | 4                        | Year Entered PI | 2006-2009 | 2006-2009                        |       | Year Entered PI | 2006-2009  | 2006-2009 | <table border="1"> <tr> <th colspan="3">Students With Disabilities (SWD)</th> <th colspan="3">Students With Disabilities (SWD)</th> </tr> <tr> <td></td> <td>2009-10</td> <td>2010-11</td> <td>Chg</td> <td></td> <td>2009-10</td> <td>2010-11</td> </tr> <tr> <td>% Basic and Above</td> <td>26.2%</td> <td>21.0%</td> <td>-5.0</td> <td>% Basic and Above</td> <td>25.0%</td> <td></td> </tr> <tr> <td>CAR ELA</td> <td>8.1%</td> <td>3.1%</td> <td>-5.0</td> <td>CAR ELA</td> <td>22.7%</td> <td></td> </tr> <tr> <td>CAR Math</td> <td></td> <td></td> <td></td> <td>CAR Math</td> <td></td> <td></td> </tr> </table> |                  |         |         |                             | Students With Disabilities (SWD) |       |                              | Students With Disabilities (SWD) |       |       |                                   | 2009-10 | 2010-11 | Chg   |       | 2009-10   | 2010-11 | % Basic and Above                          | 26.2% | 21.0%     | -5.0                                    | % Basic and Above | 25.0% |                       | CAR ELA | 8.1%    | 3.1%               | -5.0                | CAR ELA | 22.7%               |       | CAR Math                     |          |         |         | CAR Math |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| AYP  |                 |                                  | AYP  |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
|  | 2009-10         | 2010-11                          | Chg  |  | 2009-10                                    | 2010-11         |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| State Met  | 11              | 11                               |  | State Met                              | 11   | 11              |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| State Possible   | 18              | 18                               |  | State Possible                         | 18   | 18              |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| PI Year  | 4               | 4                                |  | PI Year                                | 4  | 4               |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Year Entered PI  | 2006-2009       | 2006-2009                        |  | Year Entered PI                        | 2006-2009                                  | 2006-2009       |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Students With Disabilities (SWD)   |                 |                                  | Students With Disabilities (SWD)               |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
|  | 2009-10         | 2010-11                          | Chg  |  | 2009-10                                    | 2010-11         |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| % Basic and Above  | 26.2%           | 21.0%                            | -5.0   | % Basic and Above                      | 25.0%                                      |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| CAR ELA  | 8.1%            | 3.1%                             | -5.0   | CAR ELA                                | 22.7%                                      |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| CAR Math   |                 |                                  |  | CAR Math                               |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| <table border="1"> <tr> <th colspan="3">CST TRENDS: English Language Arts</th> <th colspan="3">CMA Results Included when &gt; 10 students tested</th> </tr> <tr> <td>Subgroup</td> <td colspan="4">Students Tested</td> <td colspan="3">% Proficient &amp; Advanced</td> <td>1 yr Change</td> <td>5 yr Change</td> <td>Avg per yr</td> </tr> <tr> <td></td> <td>2006-07</td> <td>2007-08</td> <td>2008-09</td> <td>2009-10</td> <td>2010-11</td> <td>2006-07</td> <td>2007-08</td> <td>2008-09</td> <td>2009-10</td> <td>2010-11</td> </tr> <tr> <td>All Students</td> <td>829</td> <td>1,271</td> <td>1,125</td> <td>1,441</td> <td>1,320</td> <td>22.0%</td> <td>23.5%</td> <td>23.9%</td> <td>27.6%</td> <td>24.4%</td> <td>-1.8</td> <td>-0.8</td> <td>-1.6</td> </tr> <tr> <td>African American</td> <td>12</td> <td>22</td> <td>31</td> <td>24</td> <td>17</td> <td>36.0%</td> <td>32.7%</td> <td>19.2%</td> <td>25.6%</td> <td>17.6%</td> <td>-7.4</td> <td>-12.2</td> <td>-3.3</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Latino</td> <td>760</td> <td>1,197</td> <td>1,060</td> <td>1,366</td> <td>1,282</td> <td>22.2%</td> <td>23.2%</td> <td>22.7%</td> <td>27.2%</td> <td>24.2%</td> <td>2.1</td> <td>7.1</td> <td>1.6</td> </tr> <tr> <td>White</td> <td>15</td> <td>26</td> <td>31</td> <td>16</td> <td>10</td> <td>40.0%</td> <td>25.0%</td> <td>26.4%</td> <td>42.1%</td> <td>27.6%</td> <td>-14.3</td> <td>-12.2</td> <td>-3.0</td> </tr> <tr> <td>English Learner</td> <td>257</td> <td>326</td> <td>289</td> <td>324</td> <td>245</td> <td>6.7%</td> <td>3.2%</td> <td>3.4%</td> <td>1.5%</td> <td>3.3%</td> <td>1.8</td> <td>-2.8</td> <td>0.6</td> </tr> <tr> <td>SWD</td> <td>94</td> <td>112</td> <td>162</td> <td>126</td> <td>86</td> <td>6.0%</td> <td>3.0%</td> <td>3.9%</td> <td>5.6%</td> <td>5.7%</td> <td>6.1</td> <td>-2.3</td> <td>-3.1</td> </tr> <tr> <td>Socio-Econ Status</td> <td>673</td> <td>1,013</td> <td>925</td> <td>1,294</td> <td>1,196</td> <td>22.3%</td> <td>23.7%</td> <td>23.2%</td> <td>27.6%</td> <td>24.2%</td> <td>1.5</td> <td>0.8</td> <td>1.5</td> </tr> </table>  |                 |                                  |  |  | CST TRENDS: English Language Arts          |                 |                  | CMA Results Included when > 10 students tested |                 |            | Subgroup                        | Students Tested |         |                 |                            | % Proficient & Advanced |          |           | 1 yr Change                | 5 yr Change | Avg per yr |           | 2006-07                 | 2007-08 | 2008-09          | 2009-10   | 2010-11                          | 2006-07 | 2007-08            | 2008-09 | 2009-10                    | 2010-11 | All Students  | 829   | 1,271      | 1,125   | 1,441 | 1,320                    | 22.0%           | 23.5%     | 23.9%                            | 27.6% | 24.4%           | -1.8       | -0.8      | -1.6  | African American | 12      | 22      | 31                          | 24                               | 17    | 36.0%                        | 32.7%                            | 19.2% | 25.6% | 17.6%                             | -7.4    | -12.2   | -3.3  | Asian |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     | Latino  | 760                 | 1,197 | 1,060                        | 1,366    | 1,282   | 22.2%   | 23.2%    | 22.7% | 27.2%   | 24.2%   | 2.1  | 7.1                         | 1.6   | White | 15    | 26  | 31         | 16   | 10   | 40.0%                   | 25.0% | 26.4% | 42.1% | 27.6%            | -14.3 | -12.2 | -3.0  | English Learner               | 257   | 326     | 289 | 324    | 245   | 6.7%  | 3.2%  | 3.4%                   | 1.5%  | 3.3%  | 1.8  | -2.8  | 0.6   | SWD   | 94            | 112  | 162   | 126   | 86    | 6.0%                                   | 3.0%  | 3.9%  | 5.6%  | 5.7% | 6.1   | -2.3  | -3.1  | Socio-Econ Status | 673 | 1,013 | 925   | 1,294 | 1,196 | 22.3% | 23.7% | 23.2% | 27.6% | 24.2% | 1.5   | 0.8  | 1.5          | <table border="1"> <tr> <th colspan="3">CST TRENDS: Mathematics</th> <th colspan="3">CHANGE IN PROFICIENCY</th> <th colspan="3">CHANGE IN EMFSD</th> </tr> <tr> <td>Subgroup</td> <td colspan="4">Students Tested</td> <td colspan="3">% Proficient &amp; Advanced</td> <td>1 yr Change</td> <td>5 yr Change</td> <td>Avg per yr</td> </tr> <tr> <td></td> <td>2006-07</td> <td>2007-08</td> <td>2008-09</td> <td>2009-10</td> <td>2010-11</td> <td>2006-07</td> <td>2007-08</td> <td>2008-09</td> <td>2009-10</td> <td>2010-11</td> </tr> <tr> <td>All Students</td> <td>833</td> <td>1,226</td> <td>1,040</td> <td>1,428</td> <td>1,325</td> <td>3.7%</td> <td>3.3%</td> <td>4.3%</td> <td>7.1%</td> <td>7.1%</td> <td>0.0</td> <td>-3.4</td> <td>0.0</td> </tr> <tr> <td>African American</td> <td>12</td> <td>26</td> <td>21</td> <td>10</td> <td>10</td> <td>8.2%</td> <td>13.6%</td> <td>4.8%</td> <td>5.6%</td> <td>0.0</td> <td>0.0</td> <td>-2.7</td> <td>-3.7</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Latino</td> <td>764</td> <td>1,198</td> <td>1,017</td> <td>1,332</td> <td>1,281</td> <td>3.1%</td> <td>3.1%</td> <td>4.3%</td> <td>7.0%</td> <td>6.6%</td> <td>-0.2</td> <td>3.7</td> <td>0.9</td> </tr> <tr> <td>White</td> <td>19</td> <td>18</td> <td>10</td> <td>19</td> <td>17</td> <td>8.3%</td> <td>11.4%</td> <td>8.9%</td> <td>10.5%</td> <td>23.5%</td> <td>13.0</td> <td>17.2</td> <td>4.3</td> </tr> <tr> <td>English Learner</td> <td>271</td> <td>323</td> <td>283</td> <td>319</td> <td>249</td> <td>0.9%</td> <td>0.2%</td> <td>1.9%</td> <td>0.6%</td> <td>0.6%</td> <td>0.2</td> <td>6.8</td> <td>9.3</td> </tr> <tr> <td>SWD</td> <td>64</td> <td>107</td> <td>80</td> <td>123</td> <td>87</td> <td>0.9%</td> <td>0.6%</td> <td>1.1%</td> <td>2.4%</td> <td>1.6%</td> <td>-1.4</td> <td>1.9</td> <td>9.2</td> </tr> <tr> <td>Socio-Econ Status</td> <td>672</td> <td>998</td> <td>903</td> <td>1,294</td> <td>1,200</td> <td>3.9%</td> <td>3.3%</td> <td>4.4%</td> <td>7.1%</td> <td>7.2%</td> <td>0.1</td> <td>3.3</td> <td>0.6</td> </tr> </table> |       |       |       |       | CST TRENDS: Mathematics |       |       | CHANGE IN PROFICIENCY |       |       | CHANGE IN EMFSD |         |     | Subgroup | Students Tested |       |       |       | % Proficient & Advanced |       |     | 1 yr Change | 5 yr Change | Avg per yr |           | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | All Students | 833  | 1,226       | 1,040 | 1,428 | 1,325 | 3.7%  | 3.3%  | 4.3%  | 7.1% | 7.1% | 0.0  | -3.4  | 0.0   | African American | 12   | 26 | 21 | 10 | 10 | 8.2% | 13.6% | 4.8% | 5.6% | 0.0 | 0.0 | -2.7 | -3.7 | Asian |  |  |  |  |  |  |  |  |  |  |  |  |  | Latino | 764 | 1,198 | 1,017 | 1,332 | 1,281 | 3.1% | 3.1% | 4.3% | 7.0% | 6.6% | -0.2 | 3.7 | 0.9 | White | 19 | 18 | 10 | 19 | 17 | 8.3% | 11.4% | 8.9% | 10.5% | 23.5% | 13.0 | 17.2 | 4.3 | English Learner | 271 | 323 | 283 | 319 | 249 | 0.9% | 0.2% | 1.9% | 0.6% | 0.6% | 0.2 | 6.8 | 9.3 | SWD | 64 | 107 | 80 | 123 | 87 | 0.9% | 0.6% | 1.1% | 2.4% | 1.6% | -1.4 | 1.9 | 9.2 | Socio-Econ Status | 672 | 998 | 903 | 1,294 | 1,200 | 3.9% | 3.3% | 4.4% | 7.1% | 7.2% | 0.1 | 3.3 | 0.6 |
| CST TRENDS: English Language Arts  |                 |                                  | CMA Results Included when > 10 students tested |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Subgroup   | Students Tested |                                  |  |  | % Proficient & Advanced                    |                 |                  | 1 yr Change                                    | 5 yr Change     | Avg per yr |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
|  | 2006-07         | 2007-08                          | 2008-09  | 2009-10                                | 2010-11                                    | 2006-07         | 2007-08          | 2008-09  | 2009-10         | 2010-11    |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| All Students   | 829             | 1,271                            | 1,125  | 1,441                                  | 1,320                                      | 22.0%           | 23.5%            | 23.9%  | 27.6%           | 24.4%      | -1.8                            | -0.8            | -1.6    |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| African American   | 12              | 22                               | 31   | 24                                     | 17   | 36.0%           | 32.7%            | 19.2%  | 25.6%           | 17.6%      | -7.4                            | -12.2           | -3.3    |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Asian  |                 |                                  |  |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Latino   | 760             | 1,197                            | 1,060  | 1,366                                  | 1,282                                      | 22.2%           | 23.2%            | 22.7%  | 27.2%           | 24.2%      | 2.1                             | 7.1             | 1.6     |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| White  | 15              | 26                               | 31   | 16                                     | 10   | 40.0%           | 25.0%            | 26.4%  | 42.1%           | 27.6%      | -14.3                           | -12.2           | -3.0    |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| English Learner  | 257             | 326                              | 289  | 324                                    | 245  | 6.7%            | 3.2%             | 3.4%   | 1.5%            | 3.3%       | 1.8                             | -2.8            | 0.6     |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| SWD  | 94              | 112                              | 162  | 126                                    | 86   | 6.0%            | 3.0%             | 3.9%   | 5.6%            | 5.7%       | 6.1                             | -2.3            | -3.1    |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Socio-Econ Status  | 673             | 1,013                            | 925  | 1,294                                  | 1,196                                      | 22.3%           | 23.7%            | 23.2%  | 27.6%           | 24.2%      | 1.5                             | 0.8             | 1.5     |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| CST TRENDS: Mathematics  |                 |                                  | CHANGE IN PROFICIENCY                          |  |  | CHANGE IN EMFSD |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Subgroup   | Students Tested |                                  |  |  | % Proficient & Advanced                    |                 |                  | 1 yr Change                                    | 5 yr Change     | Avg per yr |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
|  | 2006-07         | 2007-08                          | 2008-09  | 2009-10                                | 2010-11                                    | 2006-07         | 2007-08          | 2008-09  | 2009-10         | 2010-11    |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| All Students   | 833             | 1,226                            | 1,040  | 1,428                                  | 1,325                                      | 3.7%            | 3.3%             | 4.3%   | 7.1%            | 7.1%       | 0.0                             | -3.4            | 0.0     |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| African American   | 12              | 26                               | 21   | 10                                     | 10   | 8.2%            | 13.6%            | 4.8%   | 5.6%            | 0.0        | 0.0                             | -2.7            | -3.7    |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Asian  |                 |                                  |  |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Latino   | 764             | 1,198                            | 1,017  | 1,332                                  | 1,281                                      | 3.1%            | 3.1%             | 4.3%   | 7.0%            | 6.6%       | -0.2                            | 3.7             | 0.9     |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| White  | 19              | 18                               | 10   | 19                                     | 17   | 8.3%            | 11.4%            | 8.9%   | 10.5%           | 23.5%      | 13.0                            | 17.2            | 4.3     |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| English Learner  | 271             | 323                              | 283  | 319                                    | 249  | 0.9%            | 0.2%             | 1.9%   | 0.6%            | 0.6%       | 0.2                             | 6.8             | 9.3     |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| SWD  | 64              | 107                              | 80   | 123                                    | 87   | 0.9%            | 0.6%             | 1.1%   | 2.4%            | 1.6%       | -1.4                            | 1.9             | 9.2     |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Socio-Econ Status  | 672             | 998                              | 903  | 1,294                                  | 1,200                                      | 3.9%            | 3.3%             | 4.4%   | 7.1%            | 7.2%       | 0.1                             | 3.3             | 0.6     |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| <table border="1"> <tr> <th colspan="3">GOAL 1: 100% Graduation</th> <th colspan="3">GOAL 3: 100% Attendance</th> </tr> <tr> <td colspan="3">College Readiness - A-G Courses</td> <td colspan="3">Attendance Rate</td> </tr> <tr> <td>Grade</td> <td>2009-10</td> <td>2010-11</td> <td>2009-10</td> <td>2010-11</td> <td>Chg</td> <td>2009-10</td> <td>2010-11</td> <td>Chg</td> </tr> <tr> <td>9th Grade</td> <td>86.7%</td> <td>25.0%</td> <td>86.3%</td> <td>20.5%</td> <td></td> <td>93.0%</td> <td>94.6%</td> <td>1.6</td> </tr> <tr> <td>10th Grade</td> <td>73.7%</td> <td>26.5%</td> <td>82.8%</td> <td>25.0%</td> <td></td> <td>94.7%</td> <td>94.2%</td> <td>-0.5</td> </tr> <tr> <td>11th Grade</td> <td>77.5%</td> <td>25.2%</td> <td>85.0%</td> <td>17.7%</td> <td></td> <td>91.9%</td> <td>93.5%</td> <td>1.7</td> </tr> <tr> <td>12th Grade</td> <td>65.4%</td> <td>21.0%</td> <td>76.4%</td> <td>25.0%</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>   |                 |                                  |  |  | GOAL 1: 100% Graduation                    |                 |                  | GOAL 3: 100% Attendance                        |                 |            | College Readiness - A-G Courses |                 |         | Attendance Rate |                            |                         | Grade    | 2009-10   | 2010-11                    | 2009-10     | 2010-11    | Chg       | 2009-10                 | 2010-11 | Chg              | 9th Grade | 86.7%                            | 25.0%   | 86.3%              | 20.5%   |                            | 93.0%   | 94.6%   | 1.6   | 10th Grade | 73.7%   | 26.5% | 82.8%                    | 25.0%           |           | 94.7%                            | 94.2% | -0.5            | 11th Grade | 77.5%     | 25.2%   | 85.0%            | 17.7%   |         | 91.9%                       | 93.5%                            | 1.7   | 12th Grade                   | 65.4%                            | 21.0% | 76.4% | 25.0%                             |         |         |   |       | <table border="1"> <tr> <th colspan="3">GOAL 4: Parent and Community Engagement</th> <th colspan="3">GOAL 5: School Safety</th> </tr> <tr> <td colspan="3">Parent Involvement</td> <td colspan="3">Student Suspensions</td> </tr> <tr> <td></td> <td>2009-10</td> <td>2010-11</td> <td>Chg</td> <td></td> <td>2009-10</td> <td>2010-11</td> <td>Chg</td> </tr> <tr> <td>% of Parents that responded</td> <td>21.4%</td> <td>34.9%</td> <td></td> <td>All</td> <td>4.2%</td> <td>5.4%</td> <td>1.2</td> </tr> <tr> <td>% Strong Agree or Agree</td> <td>87.0%</td> <td>83.5%</td> <td></td> <td>African American</td> <td>8.0%</td> <td>6.2%</td> <td>-1.7</td> </tr> <tr> <td>Opportunities for involvement</td> <td>67.0%</td> <td>63.5%</td> <td></td> <td>Latino</td> <td>4.2%</td> <td>5.4%</td> <td>1.2</td> </tr> <tr> <td>Feel Welcome at school</td> <td>68.9%</td> <td>64.9%</td> <td></td> <td>SWD</td> <td>4.9%</td> <td>12.2%</td> <td>7.4</td> </tr> <tr> <td>Talk with Teacher About Child's Schoolwork</td> <td>45.9%</td> <td>41.9%</td> <td></td> <td>Individualized Care Led to Suspensions</td> <td>159</td> <td>168</td> <td>29</td> </tr> </table> |         |  |       |           | GOAL 4: Parent and Community Engagement |                   |       | GOAL 5: School Safety |         |         | Parent Involvement |                     |         | Student Suspensions |       |                              |          | 2009-10 | 2010-11 | Chg      |       | 2009-10 | 2010-11 | Chg  | % of Parents that responded | 21.4% | 34.9% |       | All | 4.2%       | 5.4% | 1.2  | % Strong Agree or Agree | 87.0% | 83.5% |       | African American | 8.0%  | 6.2%  | -1.7  | Opportunities for involvement | 67.0% | 63.5%   |     | Latino | 4.2%  | 5.4%  | 1.2   | Feel Welcome at school | 68.9% | 64.9% |      | SWD   | 4.9%  | 12.2% | 7.4           | Talk with Teacher About Child's Schoolwork | 45.9% | 41.9% |       | Individualized Care Led to Suspensions | 159   | 168   | 29    |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| GOAL 1: 100% Graduation  |                 |                                  | GOAL 3: 100% Attendance                        |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| College Readiness - A-G Courses  |                 |                                  | Attendance Rate                                |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Grade  | 2009-10         | 2010-11                          | 2009-10  | 2010-11                                | Chg  | 2009-10         | 2010-11          | Chg  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| 9th Grade  | 86.7%           | 25.0%                            | 86.3%  | 20.5%                                  |  | 93.0%           | 94.6%            | 1.6  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| 10th Grade   | 73.7%           | 26.5%                            | 82.8%  | 25.0%                                  |  | 94.7%           | 94.2%            | -0.5   |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| 11th Grade   | 77.5%           | 25.2%                            | 85.0%  | 17.7%                                  |  | 91.9%           | 93.5%            | 1.7  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| 12th Grade   | 65.4%           | 21.0%                            | 76.4%  | 25.0%                                  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| GOAL 4: Parent and Community Engagement  |                 |                                  | GOAL 5: School Safety                          |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Parent Involvement   |                 |                                  | Student Suspensions                            |  |  |                 |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
|  | 2009-10         | 2010-11                          | Chg  |  | 2009-10                                    | 2010-11         | Chg              |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| % of Parents that responded  | 21.4%           | 34.9%                            |  | All                                    | 4.2%                                       | 5.4%            | 1.2              |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| % Strong Agree or Agree  | 87.0%           | 83.5%                            |  | African American                       | 8.0%                                       | 6.2%            | -1.7             |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Opportunities for involvement  | 67.0%           | 63.5%                            |  | Latino                                 | 4.2%                                       | 5.4%            | 1.2              |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Feel Welcome at school   | 68.9%           | 64.9%                            |  | SWD                                    | 4.9%                                       | 12.2%           | 7.4              |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Talk with Teacher About Child's Schoolwork   | 45.9%           | 41.9%                            |  | Individualized Care Led to Suspensions | 159  | 168             | 29               |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| <table border="1"> <tr> <th colspan="3">CALIFORNIA STANDARDS TESTS (CST) (2010-11)</th> <th colspan="3">CHANGE IN PROFICIENCY</th> <th colspan="3">CHANGE IN EMFSD</th> </tr> <tr> <td></td> <td>WFLWD</td> <td>NADV</td> <td>NP/DT</td> <td>NDA/DC</td> <td>NED</td> <td>NTSD</td> <td>2009-10</td> <td>2010-11</td> <td>Chg</td> <td>2009-10</td> <td>2010-11</td> <td>Chg</td> </tr> <tr> <td>ELA Gr 9</td> <td>475</td> <td>8.5%</td> <td>24.4%</td> <td>37.1%</td> <td>20.2%</td> <td>12.2%</td> <td>31.0%</td> <td>30.5%</td> <td>-0.5</td> <td>37.7%</td> <td>32.4%</td> <td>-5.3</td> </tr> <tr> <td>ELA Gr 10</td> <td>478</td> <td>7.2%</td> <td>21.2%</td> <td>36.2%</td> <td>22.0%</td> <td>12.1%</td> <td>27.0%</td> <td>20.9%</td> <td>-5.9</td> <td>34.9%</td> <td>34.9%</td> <td>0.0</td> </tr> <tr> <td>ELA Gr 11</td> <td>375</td> <td>8.3%</td> <td>26.2%</td> <td>36.7%</td> <td>20.5%</td> <td>11.2%</td> <td>23.7%</td> <td>20.5%</td> <td>-4.9</td> <td>36.1%</td> <td>31.7%</td> <td>-4.4</td> </tr> <tr> <td>Algebra I</td> <td>458</td> <td>5.1%</td> <td>7.7%</td> <td>15.1%</td> <td>45.0%</td> <td>20.4%</td> <td>11.4%</td> <td>5.9%</td> <td>-2.5</td> <td>96.9%</td> <td>72.0%</td> <td>-5.2</td> </tr> <tr> <td>Geometry</td> <td>480</td> <td>8.4%</td> <td>6.7%</td> <td>15.7%</td> <td>51.2%</td> <td>22.9%</td> <td>4.8%</td> <td>5.1%</td> <td>0.2</td> <td>74.5%</td> <td>75.2%</td> <td>0.7</td> </tr> <tr> <td>Algebra II</td> <td>337</td> <td>1.5%</td> <td>5.4%</td> <td>13.1%</td> <td>32.0%</td> <td>47.8%</td> <td>1.1%</td> <td>5.5%</td> <td>5.4</td> <td>36.7%</td> <td>30.4%</td> <td>-6.3</td> </tr> <tr> <td>HE Math</td> <td>46</td> <td>8.9%</td> <td>16.2%</td> <td>36.9%</td> <td>42.9%</td> <td>12.2%</td> <td>18.7%</td> <td>14.2%</td> <td>-5.4</td> <td>53.9%</td> <td>55.1%</td> <td>1.5</td> </tr> <tr> <td>World History</td> <td>480</td> <td>6.4%</td> <td>16.8%</td> <td>34.9%</td> <td>17.0%</td> <td>20.5%</td> <td>17.5%</td> <td>22.9%</td> <td>5.3</td> <td>53.3%</td> <td>43.3%</td> <td>-10.0</td> </tr> <tr> <td>US History</td> <td>390</td> <td>9.2%</td> <td>22.4%</td> <td>36.9%</td> <td>21.7%</td> <td>16.1%</td> <td>28.0%</td> <td>31.6%</td> <td>5.9</td> <td>40.9%</td> <td>37.8%</td> <td>-3.0</td> </tr> <tr> <td>Life Science</td> <td>478</td> <td>18.1%</td> <td>24.2%</td> <td>36.2%</td> <td>15.0%</td> <td>13.4%</td> <td>31.9%</td> <td>34.9%</td> <td>3.0</td> <td>31.4%</td> <td>26.9%</td> <td>-5.5</td> </tr> <tr> <td>Ecology</td> <td>480</td> <td>8.7%</td> <td>23.2%</td> <td>36.9%</td> <td>18.1%</td> <td>13.0%</td> <td>22.4%</td> <td>29.9%</td> <td>7.5</td> <td>36.5%</td> <td>31.1%</td> <td>-5.4</td> </tr> <tr> <td>Chemistry</td> <td>330</td> <td>8.9%</td> <td>1.8%</td> <td>26.1%</td> <td>28.0%</td> <td>29.2%</td> <td>3.1%</td> <td>1.6%</td> <td>-1.3</td> <td>70.1%</td> <td>86.1%</td> <td>-1.0</td> </tr> <tr> <td>Bot Science</td> <td>440</td> <td>8.7%</td> <td>7.8%</td> <td>46.2%</td> <td>18.5%</td> <td>24.7%</td> <td>7.0%</td> <td>7.7%</td> <td>-0.1</td> <td>47.9%</td> <td>44.2%</td> <td>-3.4</td> </tr> </table> |                 |                                  |  |  | CALIFORNIA STANDARDS TESTS (CST) (2010-11) |                 |                  | CHANGE IN PROFICIENCY                          |                 |            | CHANGE IN EMFSD                 |                 |         |                 | WFLWD                      | NADV                    | NP/DT    | NDA/DC    | NED                        | NTSD        | 2009-10    | 2010-11   | Chg                     | 2009-10 | 2010-11          | Chg       | ELA Gr 9                         | 475     | 8.5%               | 24.4%   | 37.1%                      | 20.2%   | 12.2%   | 31.0% | 30.5%      | -0.5    | 37.7% | 32.4%                    | -5.3            | ELA Gr 10 | 478                              | 7.2%  | 21.2%           | 36.2%      | 22.0%     | 12.1%   | 27.0%            | 20.9%   | -5.9    | 34.9%                       | 34.9%                            | 0.0   | ELA Gr 11                    | 375                              | 8.3%  | 26.2% | 36.7%                             | 20.5%   | 11.2%   | 23.7%                                       | 20.5% | -4.9  | 36.1%   | 31.7%                                      | -4.4  | Algebra I | 458                                     | 5.1%              | 7.7%  | 15.1%                 | 45.0%   | 20.4%   | 11.4%              | 5.9%                | -2.5    | 96.9%               | 72.0% | -5.2                         | Geometry | 480     | 8.4%    | 6.7%     | 15.7% | 51.2%   | 22.9%   | 4.8% | 5.1%                        | 0.2   | 74.5% | 75.2% | 0.7 | Algebra II | 337  | 1.5% | 5.4%                    | 13.1% | 32.0% | 47.8% | 1.1%             | 5.5%  | 5.4   | 36.7% | 30.4%                         | -6.3  | HE Math | 46  | 8.9%   | 16.2% | 36.9% | 42.9% | 12.2%                  | 18.7% | 14.2% | -5.4 | 53.9% | 55.1% | 1.5   | World History | 480  | 6.4%  | 16.8% | 34.9% | 17.0%                                  | 20.5% | 17.5% | 22.9% | 5.3  | 53.3% | 43.3% | -10.0 | US History        | 390 | 9.2%  | 22.4% | 36.9% | 21.7% | 16.1% | 28.0% | 31.6% | 5.9   | 40.9% | 37.8% | -3.0 | Life Science | 478   | 18.1% | 24.2% | 36.2% | 15.0% | 13.4%                   | 31.9% | 34.9% | 3.0                   | 31.4% | 26.9% | -5.5            | Ecology | 480 | 8.7%     | 23.2%           | 36.9% | 18.1% | 13.0% | 22.4%                   | 29.9% | 7.5 | 36.5%       | 31.1%       | -5.4       | Chemistry | 330     | 8.9%    | 1.8%    | 26.1%   | 28.0%   | 29.2%   | 3.1%    | 1.6%    | -1.3    | 70.1%   | 86.1%        | -1.0 | Bot Science | 440   | 8.7%  | 7.8%  | 46.2% | 18.5% | 24.7% | 7.0% | 7.7% | -0.1 | 47.9% | 44.2% | -3.4             | <p>CST Trends is based on CST results only, not AYP Reports. For detailed information, go to <a href="http://info.older.cde.ca.gov">http://info.older.cde.ca.gov</a></p> |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| CALIFORNIA STANDARDS TESTS (CST) (2010-11)   |                 |                                  | CHANGE IN PROFICIENCY                          |  |  | CHANGE IN EMFSD |                  |  |                 |            |                                 |                 |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
|  | WFLWD           | NADV                             | NP/DT  | NDA/DC                                 | NED  | NTSD            | 2009-10          | 2010-11  | Chg             | 2009-10    | 2010-11                         | Chg             |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| ELA Gr 9   | 475             | 8.5%                             | 24.4%  | 37.1%                                  | 20.2%                                      | 12.2%           | 31.0%            | 30.5%  | -0.5            | 37.7%      | 32.4%                           | -5.3            |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| ELA Gr 10  | 478             | 7.2%                             | 21.2%  | 36.2%                                  | 22.0%                                      | 12.1%           | 27.0%            | 20.9%  | -5.9            | 34.9%      | 34.9%                           | 0.0             |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| ELA Gr 11  | 375             | 8.3%                             | 26.2%  | 36.7%                                  | 20.5%                                      | 11.2%           | 23.7%            | 20.5%  | -4.9            | 36.1%      | 31.7%                           | -4.4            |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Algebra I  | 458             | 5.1%                             | 7.7%   | 15.1%                                  | 45.0%                                      | 20.4%           | 11.4%            | 5.9%   | -2.5            | 96.9%      | 72.0%                           | -5.2            |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Geometry   | 480             | 8.4%                             | 6.7%   | 15.7%                                  | 51.2%                                      | 22.9%           | 4.8%             | 5.1%   | 0.2             | 74.5%      | 75.2%                           | 0.7             |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Algebra II   | 337             | 1.5%                             | 5.4%   | 13.1%                                  | 32.0%                                      | 47.8%           | 1.1%             | 5.5%   | 5.4             | 36.7%      | 30.4%                           | -6.3            |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| HE Math  | 46              | 8.9%                             | 16.2%  | 36.9%                                  | 42.9%                                      | 12.2%           | 18.7%            | 14.2%  | -5.4            | 53.9%      | 55.1%                           | 1.5             |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| World History  | 480             | 6.4%                             | 16.8%  | 34.9%                                  | 17.0%                                      | 20.5%           | 17.5%            | 22.9%  | 5.3             | 53.3%      | 43.3%                           | -10.0           |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| US History   | 390             | 9.2%                             | 22.4%  | 36.9%                                  | 21.7%                                      | 16.1%           | 28.0%            | 31.6%  | 5.9             | 40.9%      | 37.8%                           | -3.0            |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Life Science   | 478             | 18.1%                            | 24.2%  | 36.2%                                  | 15.0%                                      | 13.4%           | 31.9%            | 34.9%  | 3.0             | 31.4%      | 26.9%                           | -5.5            |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Ecology  | 480             | 8.7%                             | 23.2%  | 36.9%                                  | 18.1%                                      | 13.0%           | 22.4%            | 29.9%  | 7.5             | 36.5%      | 31.1%                           | -5.4            |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Chemistry  | 330             | 8.9%                             | 1.8%   | 26.1%                                  | 28.0%                                      | 29.2%           | 3.1%             | 1.6%   | -1.3            | 70.1%      | 86.1%                           | -1.0            |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |
| Bot Science  | 440             | 8.7%                             | 7.8%   | 46.2%                                  | 18.5%                                      | 24.7%           | 7.0%             | 7.7%   | -0.1            | 47.9%      | 44.2%                           | -3.4            |         |                 |                            |                         |          |           |                            |             |            |           |                         |         |                  |           |                                  |         |                    |         |                            |         |   |       |            |         |       |                          |                 |           |                                  |       |                 |            |           |   |                  |         |         |                             |                                  |       |                              |                                  |       |       |                                   |         |         |   |       |   |         |  |       |           |   |                   |       |                       |         |         |                    |                     |         |                     |       |                              |          |         |         |          |       |         |         |      |                             |       |       |       |     |            |      |      |                         |       |       |       |                  |       |       |       |                               |       |         |     |        |       |       |       |                        |       |       |      |       |       |       |               |  |       |       |       |  |       |       |       |      |       |       |       |                   |     |       |       |       |       |       |       |       |       |       |       |      |              |   |       |       |       |       |                         |       |       |                       |       |       |                 |         |     |          |                 |       |       |       |                         |       |     |             |             |            |           |         |         |         |         |         |         |         |         |         |         |              |      |             |       |       |       |       |       |       |      |      |      |       |       |                  |  |    |    |    |    |      |       |      |      |     |     |      |      |       |  |  |  |  |  |  |  |  |  |  |  |  |  |        |     |       |       |       |       |      |      |      |      |      |      |     |     |       |    |    |    |    |    |      |       |      |       |       |      |      |     |                 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |    |     |    |     |    |      |      |      |      |      |      |     |     |                   |     |     |     |       |       |      |      |      |      |      |     |     |     |

**2010 -11 Accountability Progress Reporting (APR)**

**School Report**

2011 Adequate Yearly Progress (AYP) Report

California Department of Education  
Analysis, Measurement & Accountability Reporting Division  
11/29/2011



School: Arleta High  
LEA: Los Angeles Unified  
County: Los Angeles  
CDS Code: 19-64733-0112045  
School Type: High

2011 AYP and PI Links:

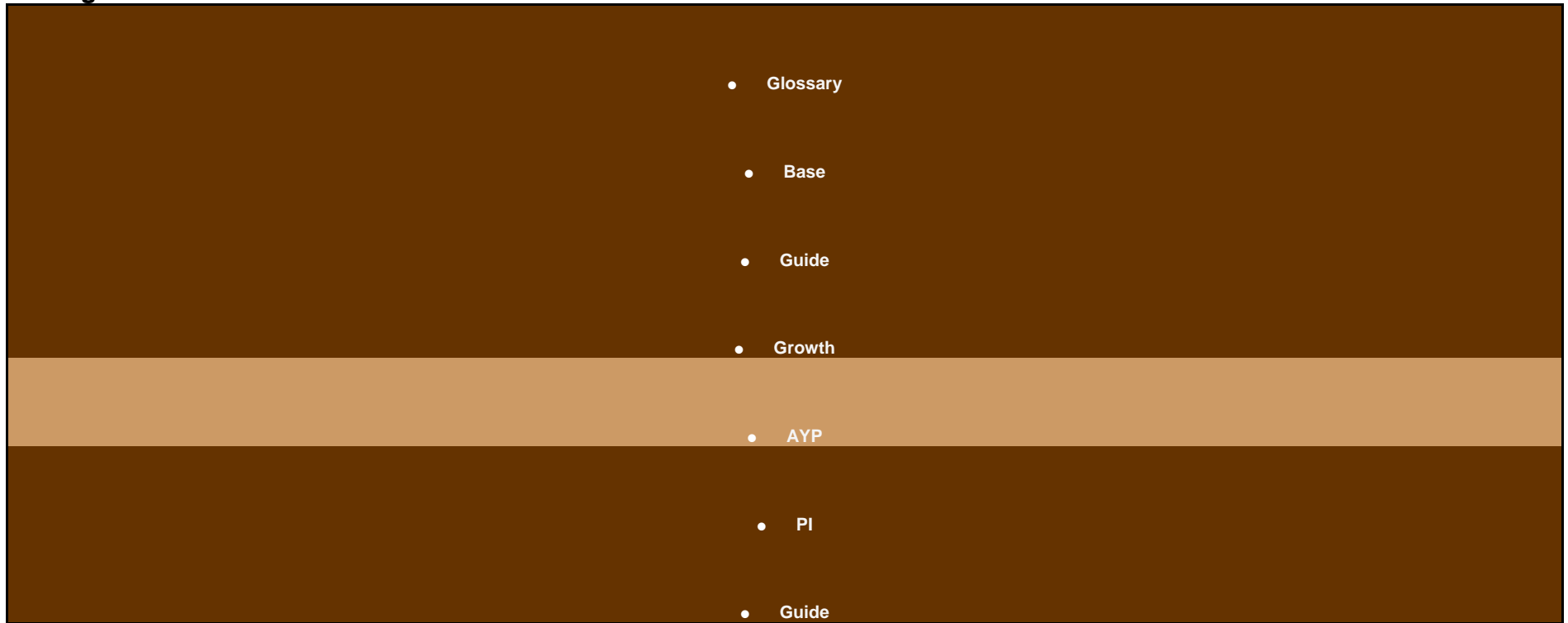
(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

- 2010-11 APR
- 2010-11 State API
- 2011 Federal AYP and PI

- Summary

# Arleta High School



Made AYP: No  
Met 11 of 18 AYP Criteria

## Participation Rate

|                                  | English-Language Arts<br>Target 95% |                 |             |                    | Mathematics<br>Target 95% |                 |             |                    |
|----------------------------------|-------------------------------------|-----------------|-------------|--------------------|---------------------------|-----------------|-------------|--------------------|
|                                  | <u>Enrollment</u>                   | <u>Number</u>   | <u>Met</u>  | <u>Alternative</u> | <u>Enrollment</u>         | <u>Number</u>   | <u>Met</u>  | <u>Alternative</u> |
| <u>GROUPS</u>                    | <u>First</u>                        | <u>of</u>       | <u>2011</u> | <u>Method</u>      | <u>First</u>              | <u>of</u>       | <u>2011</u> | <u>Method</u>      |
|                                  | <u>Day of</u>                       | <u>Students</u> | <u>AYP</u>  |                    | <u>Day of</u>             | <u>Students</u> | <u>AYP</u>  |                    |
|                                  | <u>Testing</u>                      | <u>Tested</u>   | <u>Rate</u> | <u>Criteria</u>    | <u>Testing</u>            | <u>Tested</u>   | <u>Rate</u> | <u>Criteria</u>    |
| Schoolwide                       | 520                                 | 508             | 98          | Yes                | 519                       | 506             | 97          | Yes                |
| Black or African American        | 6                                   | 5               | 84          | --                 | 6                         | 5               | 84          | --                 |
| American Indian or Alaska Native | 3                                   | 3               | 100         | --                 | 3                         | 3               | 100         | --                 |

**Arleta High School**

|                                     |     |     |     |     |     |     |     |     |
|-------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Asian                               | 2   | 2   | 100 | --  | 1   | 1   | 100 | --  |
| Filipino                            | 7   | 7   | 100 | --  | 7   | 7   | 100 | --  |
| Hispanic or Latino                  | 492 | 481 | 98  | Yes | 492 | 480 | 98  | Yes |
| Native Hawaiian or Pacific Islander | 0   | 0   | --  | --  | 0   | 0   | --  | --  |
| White                               | 10  | 10  | 100 | --  | 10  | 10  | 100 | --  |
| Two or More Races                   | 0   | 0   | --  | --  | 0   | 0   | --  | --  |
| Socioeconomically Disadvantaged     | 479 | 469 | 98  | Yes | 478 | 467 | 98  | Yes |
| English Learners                    | 274 | 268 | 98  | Yes | 272 | 266 | 98  | Yes |
| Students with Disabilities          | 69  | 61  | 89  | --  | 69  | 61  | 89  | --  |

**Percent Proficient - Annual Measurable Objectives (AMOs)**

| English-Language Arts<br>Target 66.7 %<br><a href="#">Met all percent proficient rate criteria?</a> No |   |  |                                       |                                    | Mathematics<br>Target 66.1 %<br><a href="#">Met all percent proficient rate criteria?</a> No |   |  |                                       |                                    |
|--|---|--|---------------------------------------|------------------------------------|--|---|--|---------------------------------------|------------------------------------|
| <a href="#">Valid Scores</a>   | <a href="#">Number At or Above Proficient</a> | <a href="#">Percent At or Above Proficient</a> | <a href="#">Met 2011 AYP Criteria</a> | <a href="#">Alternative Method</a> | <a href="#">Valid Scores</a>   | <a href="#">Number At or Above Proficient</a> | <a href="#">Percent At or Above Proficient</a> | <a href="#">Met 2011 AYP Criteria</a> | <a href="#">Alternative Method</a> |

**GROUPS**

**Schoolwide**

|                                     |     |     |      |    |     |     |      |     |                    |
|-------------------------------------|-----|-----|------|----|-----|-----|------|-----|--------------------|
| Schoolwide                          | 474 | 209 | 44.1 | No | 473 | 205 | 43.3 | No  |                    |
| Black or African American           | 5   | --  | --   | -- | 5   | --  | --   | --  |                    |
| American Indian or Alaska Native    | 3   | --  | --   | -- | 3   | --  | --   | --  |                    |
| Asian                               | 1   | --  | --   | -- | 0   | --  | --   | --  |                    |
| Filipino                            | 7   | --  | --   | -- | 7   | --  | --   | --  |                    |
| Hispanic or Latino                  | 448 | 195 | 43.5 | No | 448 | 193 | 43.1 | No  |                    |
| Native Hawaiian or Pacific Islander | 0   | --  | --   | -- | 0   | --  | --   | --  |                    |
| White                               | 10  | --  | --   | -- | 10  | --  | --   | --  |                    |
| Two or More Races                   | 0   | --  | --   | -- | 0   | --  | --   | --  |                    |
| Socioeconomically Disadvantaged     | 445 | 195 | 43.8 | No | 444 | 191 | 43.0 | No  |                    |
| English Learners                    | 254 | 78  | 30.7 | No | 253 | 83  | 32.8 | Yes | <a href="#">SH</a> |
| Students with Disabilities          | 60  | 7   | 11.7 | -- | 60  | 7   | 11.7 | --  |                    |

## Arleta High School

### Academic Performance Index (API) - Additional Indicator for AYP

| <u>2010 Base API</u> | <u>2011 Growth API</u> | <u>2010-11 Growth</u> | <u>Met 2011 API Criteria</u> | <u>Alternative Method</u> |
|----------------------|------------------------|-----------------------|------------------------------|---------------------------|
| 637                  | 652                    | 15                    | Yes                          |                           |

**2011 API Criteria for meeting federal AYP:** A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

### Graduation Rate Goal: 90 Percent

#### **Current Year: Graduation Rate Results**

| <u>2010 Graduation Rate (Class of 2008-09)</u> | <u>2011 Graduation Rate (Class of 2009-10)</u> | <u>2011 Target Graduation Rate</u> | <u>2011 Graduation Rate Criteria Met</u> | <u>Alternative Method or Exclusion</u> |
|--|--|------------------------------------|--|--|
| 86.02  | 90.40  | 86.46                              | Yes                                      |  |

**Graduation Rate Criteria:** (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

**COMPREHENSIVE NEEDS ASSESSMENT**

**Single Plan for Student Achievement (SPSA) Evaluation**

Insert SPSA Evaluation here once completed.

**COMPREHENSIVE NEEDS ASSESSMENT TO DETERMINE KEY FINDINGS**

**Directions:** Use a variety of data sources (i.e., AYP Report, School Data Summary Sheet, School Performance Meter, SPSA Evaluation, AMAOs) to complete the Comprehensive Needs Assessment. In the Analysis of Data column, guiding questions have been provided to help analyze the data and construct a response for the Key Findings column. The Key Findings will be used to determine school goals.

| Check which groups or committees participated in this Needs Assessment. If box is checked, indicate date.   | <b>Data Summary Sheet</b>             | <b>Analysis of Data</b><br>Problem Identification *  | <b>School's Key Findings</b><br>Problem Analysis *  |
|---|---------------------------------------|--|---|
| <input checked="" type="checkbox"/> CEAC Date: <u>10/10/11</u><br><input checked="" type="checkbox"/> ELAC Date: <u>10/10/11</u><br><input checked="" type="checkbox"/> SSC Date: <u>10/10/11</u><br><input type="checkbox"/> Grade-level Teams Date: _____<br><input type="checkbox"/> Vertical Teams Date: _____<br><input type="checkbox"/> Departments Date: _____<br><input type="checkbox"/> WASC Focus Group Date: _____<br><input type="checkbox"/> Other: _____ Date: _____  | <p><b>100%<br/>Graduation</b></p>     | <ul style="list-style-type: none"> <li>• Our NCLB graduation rate was 90.40%. One of the highest in LAUSD.</li> <li>• Our newly calculated 4 Year cohort rate is 75% for 2011. This rate increased from 54% in 2009 to 70% in 2010.</li> <li>• This rate currently exceeds the LAUSD target rate of 60% for 2012.</li> <li>• The 4 year drop out rate increased slightly from 20.3% to 20.8%.</li> <li>• The 10<sup>th</sup> grade CAHSEE pass rate remained at 66% from 2010 to 2011. The 11<sup>th</sup> grade pass rate declined by 4.7% during that time to equal 78.7%. The 12<sup>th</sup> grade pass rate increased by 4.4% to total 95%.</li> <li>• While the majority of students are enrolled in A-G courses, few students earn a C or better in all classes (9<sup>th</sup> 33.5%, 10<sup>th</sup> 26.6%, 11<sup>th</sup> 17.7%, 12<sup>th</sup> 25.0%)</li> </ul>  | <p>Our goal is to have students pass the CAHSEE on the first attempt in 10<sup>th</sup> grade. According to our data, students have increased difficulty passing the CAHSEE in the 11<sup>th</sup> grade year. In order to increase first time pass rates, student data is being used to identify students at risk of not passing the CAHSEE on the first attempt, and the school is offering intervention support to those students prior to the first CAHSEE administration. Current 10<sup>th</sup> grade students are participating in CAHSEE intervention classes before school, during school hours, after school, and on Saturdays. Additionally, strategically targeted support in the form of classes and pull-out programs are being offered to 11<sup>th</sup> and 12<sup>th</sup> grade students who have not yet passed the CAHSEE.</p> <p>The stated school-wide goal for 2012 is a 75% first time pass rate.</p> |
| <input checked="" type="checkbox"/> CEAC Date: <u>10/10/11</u><br><input checked="" type="checkbox"/> ELAC Date: <u>10/10/11</u><br><input checked="" type="checkbox"/> SSC Date: <u>10/10/11</u><br><input type="checkbox"/> Grade-level Teams Date: _____<br><input type="checkbox"/> Vertical Teams Date: _____<br><input checked="" type="checkbox"/> Departments Date: <u>9/27/11</u><br><input type="checkbox"/> WASC Focus Group Date: _____<br><input checked="" type="checkbox"/> Other: <u>School-wide</u> Date: <u>9/13/11</u> | <p><b>Proficiency<br/>for All</b></p> | <ul style="list-style-type: none"> <li>• In 2011 AHS met 11 of the 18 AYP targets. The targets that were not met are: school-wide ELA, school-wide math, Hispanic ELA, Hispanic math, SED ELA, SED math, ELs for ELA. ELs met the target using safe harbor for math.</li> <li>• The API increased from 637 in 2010 to 652 in 2011, a growth of 15 points.</li> <li>• For AYP ELA proficiency rates increased by 2% from 29% in 2010 to 31% in 2011. This increase did not meet our growth target.</li> <li>• There has been a steady increase in CST ELA proficiency rates from 2007 to 2011, moving from 22.8% in 2007 to 29.4% in 2011.</li> <li>• The AYP math proficiency rate increased from 26% in 2010 to 33% in 2011. This increase met the AYP safe harbor target.</li> <li>• There has been consistent increase in CST math proficiency rates during the same time period from 3.7% in 2007 to 7.1% in 2011</li> <li>• Performance on the Algebra CST has</li> </ul> | <p>Despite steady growth in proficiency levels on the CST and CAHSEE (AYP), the majority of students do not meet the proficiency target in ELA and math.</p> <p>Student data is used to program student and target instruction for all students. Additionally, data is used to identify necessary interventions for individual students and for the instructional program.</p> <p>Current predictive data indicate that the current 10<sup>th</sup> grade CAHSEE census students are at greater risk of failure than in previous years, especially in math.</p> <p>Analysis of student data indicates a school need to focus on moving students from FBB or BB to Basic and Proficient. The school community is focusing on moving students from the lowest performance bands.</p> <p>Incoming 9<sup>th</sup> grade students performed at the FBB level in high numbers especially in math.</p>                                 |

\* Part of the Problem Solving Process  
 –Problem Identification – Problem Analysis – Implementation Design – Response to Instruction and Intervention

# Arleta High School

| Check which groups or committees participated in this Needs Assessment. If box is checked, indicate date.   | <b>Data Summary Sheet</b>                | <b>Analysis of Data</b><br>Problem Identification *   | <b>School's Key Findings</b><br>Problem Analysis *  |
|---|--|---|---|
|   |  | <p>declined from 11.4% proficiency and advanced in 2010 to 8.9% in 2011.</p> <ul style="list-style-type: none"> <li>• Reclassification rates have declined from 16.6% in 2009 to 10.2% in 2011.</li> <li>• AMAO 1 (growth on CELDT) was not met. In 2011 44% of students met AMAO 1.</li> <li>• AMAO 2 (attaining a 4 or 5 on CELDT) was not met. In 2011, 11% met this target.</li> <li>• AMAO 3 (proficiency in ELA and Math) was not met for ELA but was met for math. In 2011 31% were Proficient in ELA and 33% in math.</li> <li>• School site interventions account for the increase in proficiency rates in ELA and Math for all student s and for English Learners.</li> </ul> |   |
| <input checked="" type="checkbox"/> CEAC Date: <u>12/5/11</u><br><input checked="" type="checkbox"/> ELAC Date: <u>12/5/11</u><br><input checked="" type="checkbox"/> SSC Date: <u>12/5/11</u><br><input type="checkbox"/> Grade-level Teams Date: _____<br><input type="checkbox"/> Vertical Teams Date: _____<br><input type="checkbox"/> Departments Date: _____<br><input type="checkbox"/> WASC Focus Group Date: _____<br><input checked="" type="checkbox"/> Other: <u>School-wide;</u> Date: <u>9/13/11</u><br><u>parent meetings</u> <u>8/11</u> | <h2>100% Attendance</h2>                 | <ul style="list-style-type: none"> <li>• Although the overall attendance rates for students and staff have remained constant at approximately 94% , the percentage of students who meet the 96% attendance target has declined from 60% to 54% and the staff attendance rate has declined from 65% to 60% from 2010 to 2011.</li> <li>• We believe that current payroll accounting procedures which identify partial days as absences, may account for the low percentage of staff who are present 96% or more of the time.</li> </ul>  | <p>Students and staff at Arleta High School have a positive attendance record. However, responding to the new performance measures (96%), the school is implementing a new campaign to educate students and staff on the new measurement.</p> |
| <input checked="" type="checkbox"/> CEAC Date: <u>12/5/11</u><br><input checked="" type="checkbox"/> ELAC Date: <u>12/5/11</u><br><input checked="" type="checkbox"/> SSC Date: <u>12/5/11</u><br><input type="checkbox"/> Grade-level Teams Date: _____<br><input type="checkbox"/> Vertical Teams Date: _____<br><input type="checkbox"/> Departments Date: _____<br><input type="checkbox"/> WASC Focus Group Date: _____<br><input type="checkbox"/> Other: _____ Date: _____   | <h2>Parent and Community Engagement</h2> | <ul style="list-style-type: none"> <li>• The percentage of parents who report talking with teacher's about their child's schoolwork has declined slightly and in 2011 was 42%. This figure is surprising as attendance at conferencing opportunities has increased during the same time period.</li> <li>• Parent participation on the School Experience Survey has increased from 19% in 2009 to 35% in 2011.</li> <li>• The increased participation on the survey may be attributed to a school-wide campaign through Advisory class to solicit parent participation.</li> </ul>  | <p>The increase in response rate last year indicates the need to repeat and expand the focused outreach to parents for participation on the School Experience Survey, at school events, conferencing opportunities and the councils.</p>      |

\* Part of the Problem Solving Process  
 –Problem Identification – Problem Analysis – Implementation Design – Response to Instruction and Intervention

## Arleta High School

| Check which groups or committees participated in this Needs Assessment. If box is checked, indicate date.  | <b>Data Summary Sheet</b>                             | <b>Analysis of Data</b><br>Problem Identification *  | <b>School's Key Findings</b><br>Problem Analysis *   |
|--|---|--|--|
|  |   | <ul style="list-style-type: none"> <li>Analysis of the parent responses on the School Experience Survey indicate an overall high level of satisfaction with the school and its programs but a need to continue to encourage parent participation</li> </ul>  |  |
| <input checked="" type="checkbox"/> CEAC Date: <u>12/5/11</u><br><input checked="" type="checkbox"/> ELAC Date: <u>12/5/11</u><br><input checked="" type="checkbox"/> SSC Date: <u>12/5/11</u><br><input type="checkbox"/> Grade-level Teams Date: _____<br><input type="checkbox"/> Vertical Teams Date: _____<br><input type="checkbox"/> Departments Date: _____<br><input type="checkbox"/> WASC Focus Group Date: _____<br><input checked="" type="checkbox"/> Other: <u>School-wide</u> Date: <u>9/14/11</u> | <b>School Safety/ Organization/ Support Structure</b> | <ul style="list-style-type: none"> <li>The number of suspensions is low compared to neighboring schools. Our enrollment and the number of suspensions have fluctuated over the past four years. The number of suspensions was 198 in 2011. This is an increase from the previous year of 39 suspensions and is 36 less than the high of 234 in 2009.</li> <li>Students consistently report that they feel safe on school grounds. Last year's positive response rate was 92%.</li> </ul> | <p>Overall the school works diligently to provide a safe, respectful and orderly learning environment.</p> <p>The school continues to refine its progressive discipline policies and emphasize preventative measures and alternatives to suspensions which should result in a decrease in the number of suspensions.</p> |

|   |  |   |
|---|--|---|
| <p style="text-align: center;"><b>Additional Data</b></p> <p>API data</p> <hr/> | <ul style="list-style-type: none"> <li>The school has demonstrated consistent and sustained growth from 2007 to 2011 from 578 to 652.</li> </ul> | <p>Implementation of responses to intervention and instruction based n data analysis has resulted in sustained growth and will continue to do so.</p> |
|---|--|---|

Program Improvement Schools will need to download the Adequate Yearly Progress (AYP) Report from the California Department of Education (CDE) website <http://www.cde.ca.gov/index.asp> to complete the Comprehensive Needs Assessment. The *Resource Guide for Completing the SPSA* may be downloaded from the Federal and State Education Programs Branch website <http://fsep.lausd.net> for assistance.

Continuation Schools may use the Alternative Schools Assessment Measure (ASAM) when completing the Needs Assessment section of the SPSA.

***When page expands, update the Table of Contents.***

\* Part of the Problem Solving Process  
 –Problem Identification – Problem Analysis – Implementation Design – Response to Instruction and Intervention

**COMPREHENSIVE NEEDS ASSESSMENT**  
**High Schools**

**Western Association of Schools and Colleges (WASC) Recommendations (high schools only):**

| List the WASC Recommendations that correspond with the Key Findings in the data summary sheet (if applicable).  | Indicate Goal in Performance Meter   |
|---|--|
| <p><b>Schoolwide Areas of Strength</b> (list numerically)</p> <ol style="list-style-type: none"> <li>1. A shared common vision that is understood and demonstrated by all</li> <li>2. Safe, clean, orderly learning environment               <ol style="list-style-type: none"> <li>a. High attendance rates for both students <u>and</u> staff</li> <li>b. Low suspension rate</li> <li>c. High graduation rate</li> </ol> </li> <li>3. The caring, professional faculty and staff</li> <li>4. Extensive counseling support for students</li> <li>5. Collaborative and professional environment</li> <li>6. Extraordinary personal support for academic success               <ol style="list-style-type: none"> <li>a. Highly effective advisory program</li> <li>b. A-G curriculum for all students</li> </ol> </li> <li>7. Professional development based on student need</li> <li>8. Dedicated and effective leadership team</li> <li>9. ESLR's embedded school-wide as demonstrated by the senior portfolio.</li> <li>10. Outstanding community support</li> <li>11. Per pupil funding that allows discretion in the organization of the school</li> <li>12. Autonomy granted by the LAUSD Superintendent of Schools to continue implementation of Arleta reform initiatives.</li> </ol> | <input checked="" type="checkbox"/> Graduation<br><input type="checkbox"/> Proficiency for All<br><input checked="" type="checkbox"/> Attendance<br><input type="checkbox"/> Parent & Community Engagement<br><input checked="" type="checkbox"/> School Safety/ Organization/Support Structures |
| <p><b>Schoolwide Critical Areas for Follow-Up</b> (list numerically)</p> <ol style="list-style-type: none"> <li>1. Continue to develop and refine assessments and the systematic use of assessment data in order to improve student achievement of the academic standards.</li> <li>2. Respond to students needs by the use of a variety of formative assessments including checking for understanding.</li> <li>3. Continue to increase the amount of parent involvement in order to support student success.</li> </ol>   | <input type="checkbox"/> Graduation<br><input checked="" type="checkbox"/> Proficiency for All<br><input type="checkbox"/> Attendance<br><input checked="" type="checkbox"/> Parent & Community Engagement<br><input type="checkbox"/> School Safety/ Organization/Support Structures            |

*When page expands, update the Table of Contents.  
 Update Table of Contents if page is deleted.*



Los Angeles Unified School District  
*Single Plan for Student Achievement*

|                             |   |
|-----------------------------|---|
| <b>LAUSD LEA Plan Goals</b> | <ul style="list-style-type: none"> <li>• All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.</li> <li>• All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</li> <li>• All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</li> <li>• All students will graduate from high school.</li> </ul> |
|-----------------------------|---|

**School Achievement Goals**

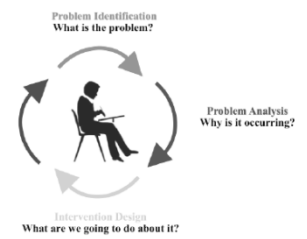
**Directions:** Schools should determine 3 to 5 goals based on Key Findings developed from the analysis of data sources. Goals should be developed that will help improve the instructional program of all students to meet academic performance index and adequate yearly progress growth targets. Goals should be: **Specific; Measurable; Attainable; Results-based (realistic); and Time-bound (SMART Goals\*)**.

| Indicate the data used to identify goal | Subgroup(s)                         | School SMART Goals:   | Progress Monitoring Data to be used to measure student achievement |
|---|-------------------------------------|---|--|
| Attendance data from Performance Meter. | All                                 | 66% of students as identified in the performance meter will attend school 96% of the time.                            | Monthly attendance reports.  |
| CAHSEE pass rates.                      | All 10 <sup>th</sup> grade students | 75% of the 10 <sup>th</sup> grade students will pass the CAHSEE on the first attempt.                                 | Periodic Assessment<br>CAHSEE diagnostic<br>Grades                 |
| ELA CST scores                          | All                                 | 50% or more of students who scored FBB on the ELA CST in 2011 will score at BB or above on the ELA CST in 2012.       | Periodic Assessment<br>Grades                                      |
| Math CST scores                         | All                                 | 50% or more of the students who scored FBB on the math CST in 2011 will score at BB or above on the math CST in 2012. | Periodic Assessment<br>Grades                                      |
|   |                                     |   |  |

\* SMART Goals may be developed using the *Resource Guide for Completing the SPSA* which may be downloaded from <http://fsep.lausd.net> .

**Update the Table of Contents when the page expands to a second page.**

Los Angeles Unified School District  
 2011-2012 Single Plan for Student Achievement Accountability Matrix



100% GRADUATION

| Accountability Outcomes  | Targets* | Subgroup(s) | Instructional Strategies/Activities to Implement **<br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations. If applicable, indicate actions to improve achievement to exit Program Improvement.</i> | Supplemental Resources/Proposed Funding Sources **<br><i>List the resources, funding sources, and amount needed to implement the data-based instructional strategies, activities, and/or support.</i> | Process for Evaluation of Implementation **<br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i> | Staff Responsible<br><i>Who is responsible for monitoring the specific strategies/activities and/or support?</i> | Start/ Completion Date<br><i>Indicate when the strategy will be implemented and projected date of completion.</i> |
|--|----------|-------------|--|---|---|--|---|
| Percentage increase in the Four-Year Cohort Graduation Rate<br><i>(AYP Target)</i>   |          |             |  |   |   |  |   |
| Increase percent of students meeting proficiency on the CAHSEE<br><i>(AYP Target)</i>  |          |             |  |   |   |  |   |
| Increase percent of first time pass rate of 10 <sup>th</sup> graders on both parts of CAHSEE on the first attempt<br><i>(API Target)</i> |          |             |  |   |   |  |   |
| Percentage increase in students on-track for meeting A-G Requirements<br><i>(Performance Meter Goal)</i>                                 |          |             |  |   |   |  |   |

\* Schools should use the AYP Targets and the Performance Meter to establish site based accountability outcomes.

\*\* Schools may use the *Resource Guide for Completing the SPSA* for additional information and support in completing the Accountability Matrix.

(Name) School

Los Angeles Unified School District  
2011-2012 *Single Plan for Student Achievement* Accountability Matrix

PROFICIENCY FOR ALL



| Accountability Outcomes   | Targets * | Subgroup(s) | Instructional Strategies/Activities to Implement **<br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations. If applicable, indicate actions to improve achievement to exit Program Improvement.</i> | Supplemental Resources/Proposed Funding Sources **<br><i>List the resources and funding sources needed to implement the data-based instructional strategies, activities, and/or support.</i> | Process for Evaluation of Implementation **<br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i> | Staff Responsible<br><i>Who is responsible for monitoring the specific strategies/activities and/or support?</i> | Start/Completion Date<br><i>Indicate when the strategy will be implemented and projected date of completion.</i> |
|---|-----------|-------------|--|--|---|--|--|
| Increase percentage of students in grades 2-11 scoring Proficient or Advanced on the CST in ELA<br><i>(AYP Target)</i>  |           |             |  |  |   |  |  |
| Accelerate the performance of significant subgroups in ELA<br><i>(AYP Target)</i><br>Prof/Adv CST ELA<br><u>09-10</u> <u>10-11</u> <u>Change</u><br>African-Americans 36% 38% 2%<br>Hispanics 35% 38% 3%<br>ELs 13% 15% 2%<br>SWD 10% 13% 3%<br>Socio-Econ Dis 36% 39% 3% |           |             |  |  |   |  |  |
| Increase percentage of students moving from one performance band to another on the CST ELA<br><i>(API Target)</i>   |           |             |  |  |   |  |  |
| Increase 3rd Grade Proficiency Rate in ELA<br><i>(Performance Meter Goal)</i>   |           |             |  |  |   |  |  |

\* Schools should use the AYP Targets and the Performance Meter to establish site based accountability outcomes.

\*\* Schools may use the *Resource Guide for Completing the SPSA* for additional information and support in completing the Accountability Matrix.

(Name) School

Los Angeles Unified School District  
2011-2012 *Single Plan for Student Achievement* Accountability Matrix

PROFICIENCY FOR ALL



| Accountability Outcomes   | Targets* | Subgroup(s) | Instructional Strategies/Activities to Implement **<br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations. If applicable, indicate actions to improve achievement to exit Program Improvement.</i> | Supplemental Resources/Proposed Funding Sources **<br><i>List the resources and funding sources needed to implement the data-based instructional strategies, activities, and/or support.</i> | Process for Evaluation of Implementation **<br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i> | Staff Responsible<br><i>Who is responsible for monitoring the specific strategies/activities and/or support?</i> | Start/ Completion Date<br><i>Indicate when the strategy will be implemented and projected date of completion.</i> |
|---|----------|-------------|--|--|---|--|---|
| Increase percentage of students in grades 2-11 scoring Proficient or Advanced on the CST in Math<br><i>(AYP Target)</i>   |          |             |  |  |   |  |   |
| Accelerate the performance of significant subgroups in Math<br><i>(AYP Target)</i><br><br>Prof/Adv CST Math<br><u>09-10</u> <u>10-11</u> <u>Change</u><br>African-Americans 30% 33% 3%<br>Hispanics 35% 39% 4%<br>ELs 24% 29% 5%<br>SWD 14% 18% 4%<br>Socio-Econ Dis 36% 40% 4% |          |             |  |  |   |  |   |
| Increase percentage of students moving from one performance band to another on the CST Math<br><i>(API Target)</i>  |          |             |  |  |   |  |   |
| Increase Proficiency Rate in Algebra<br><i>(Performance Meter Goal)</i>   |          |             |  |  |   |  |   |

\* Schools should use the AYP Targets and the Performance Meter to establish site based accountability outcomes.

\*\* Schools may use the *Resource Guide for Completing the SPSA* for additional information and support in completing the Accountability Matrix.

(Name) School

Los Angeles Unified School District  
2011-2012 *Single Plan for Student Achievement* Accountability Matrix

PROFICIENCY FOR ALL



| Accountability Outcomes   | Targets*   | Subgroup(s)      | Instructional Strategies/Activities to Implement **<br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations. If applicable, indicate actions to improve achievement to exit Program Improvement.</i> | Supplemental Resources/Proposed Funding Sources **<br><i>List the resources and funding sources needed to implement the data-based instructional strategies, activities, and/or support.</i> | Process for Evaluation of Implementation **<br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i> | Staff Responsible<br><i>Who is responsible for monitoring the specific strategies/activities and/or support?</i> | Start/ Completion Date<br><i>Indicate when the strategy will be implemented and projected date of completion.</i> |
|---|--|------------------|--|--|---|--|---|
| AMAO 1—Meet or exceed the percentage of ELs making annual progress in learning English<br><i>(AYP Target)</i>           |  | English Learners |  |  |   |  |   |
| AMAO 2—Meet or exceed the percentage of ELs scoring early advanced and advanced on the CELDT<br><i>(AYP Target)</i>     |  | English Learners |  |  |   |  |   |
| AMAO 3—Meet or exceed the percentage of ELs scoring Proficient or Advanced on the CST<br><i>(AYP Target)</i>            |  | English Learners |  |  |   |  |   |
| Increase EL reclassification rates at the elementary, middle, and high school levels<br><i>(Performance Meter Goal)</i> | 5% increase at each level (elementary, middle and high school) | English Learners |  |  |   |  |   |

\* Schools should use the AYP Targets and the Performance Meter to establish site based accountability outcomes.

\*\* Schools may use the *Resource Guide for Completing the SPSA* for additional information and support in completing the Accountability Matrix.

(Name) School

Los Angeles Unified School District  
2011-2012 Single Plan for Student Achievement Accountability Matrix

100% ATTENDANCE



| Accountability Outcomes  | Targets * | Subgroup(s) | Instructional Strategies/Activities to Implement **<br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations. If applicable, indicate actions to improve achievement to exit Program Improvement.</i> | Supplemental Resources/Proposed Funding Sources **<br><i>List the resources and funding sources needed to implement the data-based instructional strategies, activities, and/or support.</i> | Process for Evaluation of Implementation **<br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i> | Staff Responsible<br><i>Who is responsible for monitoring the specific strategies/activities and/or support?</i> | Start/Completion Date<br><i>Indicate when the strategy will be implemented and projected date of completion.</i> |
|--|-----------|-------------|--|--|---|--|--|
| Increase percentage of students with 96% or higher attendance<br><i>(Performance Meter Goal)</i> |           |             |  |  |   |  |  |
| Increase percentage of staff with 96% or higher attendance<br><i>(Performance Meter Goal)</i>    |           |             |  |  |   |  |  |

\* Schools should use the AYP Targets and the Performance Meter to establish site based accountability outcomes.

\*\* Schools may use the *Resource Guide for Completing the SPSA* for additional information and support in completing the Accountability Matrix.

(Name) School

Los Angeles Unified School District  
2011-2012 Single Plan for Student Achievement Accountability Matrix

PARENT AND COMMUNITY ENGAGEMENT



| Accountability Outcomes  | Targets * | Subgroup(s) | Instructional Strategies/Activities to Implement **<br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations.</i><br><br><i>Indicate actions to increase parental involvement.</i> | Supplemental Resources/Proposed Funding Sources **<br><i>List the resources and funding sources needed to implement the data-based instructional strategies, activities, and/or support.</i> | Process for Evaluation of Implementation **<br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i> | Staff Responsible<br><i>Who is responsible for monitoring the specific strategies/activities and/or support?</i> | Start/Completion Date<br><i>Indicate when the strategy will be implemented and projected date of completion.</i> |
|--|-----------|-------------|---|--|---|--|--|
| Increase percentage of parents who talk with the teacher about their child's schoolwork (Performance Meter Goal) |           |             |   |  |   |  |  |
| Increase parent participation and ratings on School Experience Surveys (Performance Meter Goal)                  |           |             |   |  |   |  |  |

\* Schools should use the AYP Targets and the Performance Meter to establish site based accountability outcomes.

\*\* Schools may use the Resource Guide for Completing the SPSA for additional information and support in completing the Accountability Matrix.

(Name) School

Los Angeles Unified School District  
2011-2012 Single Plan for Student Achievement Accountability Matrix

SCHOOL SAFETY / ORGANIZATION / SUPPORT STRUCTURES



| Accountability Outcomes   | Targets * | Subgroup(s) | Instructional Strategies/Activities to Implement **<br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations. If applicable, indicate actions to improve achievement to exit Program Improvement.</i> | Supplemental Resources/Proposed Funding Sources **<br><i>List the resources and funding sources needed to implement the data-based instructional strategies, activities, and/or support.</i> | Process for Evaluation of Implementation **<br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i> | Staff Responsible<br><i>Who is responsible for monitoring the specific strategies/activities and/or support?</i> | Start/Completion Date<br><i>Indicate when the strategy will be implemented and projected date of completion.</i> |
|---|-----------|-------------|--|--|---|--|--|
| Decrease instructional days lost to suspension<br><i>(Performance Meter Goal)</i>   |           |             |  |  |   |  |  |
| Increase percentage of students who feel safe on school grounds<br><i>(Performance Meter Goal)</i>  |           |             |  |  |   |  |  |
| Meet QEIA Accountabilities<br><i>(if applicable)</i><br><ul style="list-style-type: none"> <li>• CSR</li> <li>• Highly Qualified Teacher</li> <li>• Misassignments</li> <li>• Rule of 27</li> <li>• Non-core average</li> <li>• Teacher Experience Index</li> <li>• Counseling Ratio (High Schools only)</li> </ul> |           |             |  |  |   |  |  |

\* Schools should use the AYP Targets and the Performance Meter to establish site based accountability outcomes.

\*\* Schools may use the *Resource Guide for Completing the SPSA* for additional information and support in completing the Accountability Matrix.

Los Angeles Unified School District  
2011-2012 *Single Plan for Student Achievement* Accountability Matrix

For PI Years 3—5+

### 100% GRADUATION (High School Only)

**Directions for PI Year 3 and 4 Schools:** After completing the Comprehensive Needs Assessment review Box 1 to determine if the schools met the 2010-11 LAUSD Target. Respond in Box 2 by indicating “YES” or “NO”. Complete the remainder of the accountability matrix.

**Directions for PI Year 5+ Schools:** After completing the Comprehensive Needs Assessment review Box 1 to determine if the schools met the 2010-11 LAUSD Target. Respond in Box 2 by indicating “YES” or “NO”. If the response is “YES” Boxes 4 through 9 DO NOT NEED to be completed. If the response is “NO” Boxes 4 through 9 MUST be completed.

| (1)<br>SPSA 2010-2011<br><i>Graduation Rate</i>   | (2)<br>Did the school meet the 2010-11 LAUSD Target? | (3)<br>SPSA 2011-2012<br>Accountability Outcomes<br><i>100% Graduation</i>      | (4)<br>Subgroup(s)   | (5)<br>Instructional Strategies/Activities to Implement<br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations.</i><br><br><i>If applicable, indicate actions to improve achievement to exit Program Improvement.</i>                  | (6)<br>Supplemental Resources/Proposed Funding Sources<br><br><i>List the resources, funding sources, and amount needed to implement the data-based instructional strategies, activities, and/or support.</i> | (7)<br>Process for Evaluation of Implementation<br><br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i>   | (8)<br>Staff Responsible<br><br><i>Who is responsible for monitoring the specific strategies/activities and/or support?</i> | (9)<br>Start/Completion Date<br><br><i>Indicate when the strategy will be implemented and projected date of completion</i> |
|---|--|---|--|---|---|---|---|--|
| <p><b>Increase the Graduation Rate</b></p> <p><u>2010-11 LAUSD Target:</u><br/>10 percentage point or more increase</p> | <input checked="" type="checkbox"/> Yes              | <p>Percentage increase in the Four-Year Cohort Graduation Rate (AYP Target)</p> | <p>All students, especially African-American, Hispanic, students with disabilities, standard English learners, and socio-economically disadvantaged students</p> | <p>The following strategies/activities below will support the core program:</p> <ul style="list-style-type: none"> <li>• Student support groups</li> <li>• Additional parent outreach</li> <li>• Individual and group counseling</li> <li>• Student Attendance Review Team meetings in collaboration with the district attorneys' office</li> <br/> <li>• Partnership with Pacoima Skills center by offering the ii lab (credit recovery)</li> <li>• Increased one-on-one counseling and advisement sessions</li> <li>• Decrease class size in core content</li> <li>• Curricular trips to visit local community colleges and four year universities</li> </ul> | <p><b>Counselor</b> will reduce student-to-counselor ratio. (Title 1, EIA-SCE, EIA-LEP)</p> <p><b>Curricular Trips</b></p>  | <p>Monitor students at risk using these measures:</p> <ul style="list-style-type: none"> <li>• 85% of students are in attendance for 96% or more of the time</li> <li>• Increased pass rates in English and/or math courses</li> <li>• Increased number of students receiving an E or S in Work Habits or Cooperation</li> <li>• Increased attendance rates for both students and teachers to 96%.</li> <li>• Increased CAHSEE first time pass rates</li> </ul> | <p><b>Administrati on</b></p>   | <p><b>8/2011 - ongoing</b></p>   |

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For PI Years 3—5+

| (1)<br>SPSA 2010-2011<br><i>Graduation Rate</i>   | (2)<br>Did the school meet the 2010-11 LAUSD Target? | (3)<br>SPSA 2011-2012<br>Accountability Outcomes<br><i>100% Graduation</i>                    | (4)<br>Subgroup(s)   | (5)<br>Instructional Strategies/Activities to Implement<br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations.</i><br><br><i>If applicable, indicate actions to improve achievement to exit Program Improvement.</i>                                   | (6)<br>Supplemental Resources/Proposed Funding Sources<br><br><i>List the resources, funding sources, and amount needed to implement the data-based instructional strategies, activities, and/or support.</i>   | (7)<br>Process for Evaluation of Implementation<br><br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i> | (8)<br>Staff Responsible<br><br><i>Who is responsible for monitoring the specific strategies/activities and/or support?</i> | (9)<br>Start/Completion Date<br><br><i>Indicate when the strategy will be implemented and projected date of completion</i> |
|---|--|---|--|--|---|---|---|--|
| <p>Increase the overall pass rate of all students on both parts of the CAHSEE</p> <p><u>2010-11 LAUSD Target:</u><br/>5 percentage point or more increase</p> | <p><input type="checkbox"/> No</p>                   | <p>Increase percent of students meeting proficiency on the CAHSEE<br/><i>(AYP Target)</i></p> | <p>All students, especially African-American, Hispanic, students with disabilities, standard English learners, and socio-economically disadvantaged students</p> | <ul style="list-style-type: none"> <li>• Articulated, quality and rigorous pre-K-12 standards-based instruction</li> <li>• Timely CAHSEE intervention and support (before, during, and after school)</li> </ul> <p>The following strategies/activities below will support the core program:</p> <ul style="list-style-type: none"> <li>• Mustang Academy</li> <li>• Tutoring sessions before school and after school</li> <li>• Student Assemblies</li> <li>• Arleta testing campaigns (“Arleta 7”) with signs, banners, public announcements and daily advisory lessons</li> <li>• Parent meetings held in the evenings to raise awareness about high-stakes testing</li> </ul> | <p>CSR Teacher will reduce class size.<br/>(Title I, EIA-SCE, EIA-LEP)</p> <p><b>Sub days</b> release teachers during the school day to attend PD. (Title I, EIA-SCE, EIA-LEP, Title III)</p> <p><b>Instructional Coach</b> will provide ongoing job embedded professional opportunities for teachers. (Title 1, EIA-SCE, EIA-LEP)</p> <p><b>I Coach Differential</b> is for after school activities. (Title I, EIA-SCE, EIA-LEP)</p> | <ul style="list-style-type: none"> <li>• Increase in percentage of pass rate on Practice CAHSEE</li> <li>• increased participation in CAHSEE preparation</li> <li>• Increased passing rate in CAHSEE</li> </ul> <p>Increased passing proficiency rate in CAHSEE</p>   | <p><b>Administration</b></p>  | <p>9/2011 - ongoing</p>  |

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**100% GRADUATION (High School Only)**

**Directions for PI Year 3 and 4 Schools:** After completing the Comprehensive Needs Assessment review Box 1 to determine if the schools met the 2010-11 LAUSD Target. Respond in Box 2 by indicating “YES” or “NO”. Complete the remainder of the accountability matrix.

**Directions for PI Year 5+ Schools:** After completing the Comprehensive Needs Assessment review Box 1 to determine if the schools met the 2010-11 LAUSD Target. Respond in Box 2 by indicating “YES” or “NO”. If the response is “YES” Boxes 4 through 9 DO NOT NEED to be completed. If the response is “NO” Boxes 4 through 9 MUST be completed.

| (1)<br>SPSA 2010-2011<br>Graduation Rate  | (2)<br>Did the school meet the 2010-11 LAUSD Target? | (3)<br>SPSA 2011-2012<br>Accountability Outcomes<br>100% Graduation   | (4)<br>Subgroup(s)   | (5)<br>Instructional Strategies/Activities to Implement<br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations.</i><br><br><i>If applicable, indicate actions to improve achievement to exit Program Improvement.</i>  | (6)<br>Supplemental Resources/Proposed Funding Sources<br><i>List the resources, funding sources, and amount needed to implement the data-based instructional strategies, activities, and/or support.</i>   | (7)<br>Process for Evaluation of Implementation<br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i> | (8)<br>Staff Responsible<br><i>Who is responsible for monitoring the specific strategies/activities and/or support?</i> | (9)<br>Start/Completion Date<br><i>Indicate when the strategy will be implemented and projected date of completion</i> |
|---|--|---|--|---|---|---|---|--|
| <p>Increase percent of first time pass rate of 10th graders on both parts of CAHSEE on the first attempt</p> <p><u>2010-11 LAUSD Target:</u><br/>8 percentage points or more increase</p> | <p><input type="checkbox"/> No</p>                   | <p>Increase percent of first time pass rate of 10<sup>th</sup> graders on both parts of CAHSEE on the first attempt<br/><i>(API Target)</i></p> | <p>All students, especially African-American, Hispanic, students with disabilities, standard English learners, and socio-economically disadvantaged students</p> | <ul style="list-style-type: none"> <li>• Articulated, quality and rigorous pre-K-12 standards-based instruction</li> <li>• Timely CAHSEE intervention and support (before, during, and after school)</li> </ul> <p>The following strategies/activities below will support the core program:</p> <ul style="list-style-type: none"> <li>• Mustang Academy</li> <li>• Tutoring sessions before school and after school</li> <li>• Student Assemblies</li> <li>• Arleta testing campaigns (“Arleta 7”) with signs, banners, public announcements and daily advisory lessons</li> <li>• Parent meetings to raise awareness about high-stakes testing</li> </ul> <p>Use technology to support targeted instruction in identified areas of student need</p> | <p>CSR Teacher will reduce class size. (Title I, EIA-SCE, EIA-LEP)</p> <p>Sub days release teachers during the school day to attend PD. (Title I, EIA-SCE, EIA-LEP, Title III)</p> <p>Instructional Coach will provide ongoing job embedded professional opportunities for teachers. (Title 1, EIA-SCE, EIA-LEP)</p> <p>I Coach Differential is for after school activities. (Title I, EIA-SCE, EIA-LEP)</p> <p>Problem Solving Data Coordinator</p> <p>Problem Solving Data Coordinator Differential</p> | <ul style="list-style-type: none"> <li>• Increase in percentage of pass rate on Practice CAHSEE</li> <li>• increased participation in CAHSEE preparation</li> <li>• Increased passing rate in CAHSEE</li> </ul> <p>Increased passing proficiency rate in CAHSEE</p>   | <p>Administrati on</p>  | <p>8/2011 - ongoing</p>  |

Los Angeles Unified School District  
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|   |                                    |  |  |  |  |                                  |                            |                             |
|---|------------------------------------|--|--|--|--|----------------------------------|----------------------------|-----------------------------|
|   |                                    |  |  |  | Info Systems support Assistant   |                                  |                            |                             |
| <p>Increase in the number of students graduating who have completed A-G requirements.</p> <p><u>2010-11 LAUSD Target:</u><br/>80 % target</p> | <p><input type="checkbox"/> No</p> | <p>Percentage increase in students on-track for meeting A-G Requirements<br/><i>(Performance Meter Goal)</i></p> | <p>All students, especially African-American, Hispanic, students with disabilities, standard English learners, and socio-economically disadvantaged students</p> | <ul style="list-style-type: none"> <li>• Articulated, quality and rigorous pre-K-12 standards-based instruction</li> </ul> <p>The following strategies/activities below will support the core program:</p> <ul style="list-style-type: none"> <li>• Mustang Academy during winter intersession</li> <li>• Tutoring sessions before school and after school</li> <li>• Student Assemblies</li> <li>• Arleta testing campaigns ("Arleta 7") with signs, banners, public announcements and daily advisory lessons</li> <li>• Parent meetings held in the evenings to raise awareness about A-G requirements</li> </ul> <p>The following strategies/activities below will support the core program:</p> <ul style="list-style-type: none"> <li>• Student support groups</li> <li>• Additional parent outreach</li> <li>• Individual and group counseling</li> <li>• Partnership with Pacoima Skills center by offering the ii lab (credit recovery)</li> <li>• Increased one-on-one counseling and advisement sessions</li> <li>• Decrease class size in core content</li> </ul> | <p>CSR Teacher will reduce class size. (Title I, EIA-SCE, EIA-LEP)</p> <p><b>Sub days</b> release teachers during the school day to attend PD. (Title I, EIA-SCE, EIA-LEP, Title III)</p> <p><b>Instructional Coach</b> will provide ongoing job embedded professional opportunities for teachers. (Title 1, EIA-SCE, EIA-LEP)</p> <p><b>I Coach Differential</b> is for after school activities. (Title I, EIA-SCE, EIA-LEP)</p> <p><b>I Coach X/Z Time</b> will allow for extra duties outside of the regular school work day. (Title I, EIA-LEP, EIA-LEP)</p> <p><b>Counselor</b> will reduce student-to-counselor ratio. (Title 1, EIA-SCE, EIA-LEP)</p> | <p>Master Program<br/>Grades</p> | <p>Administrati<br/>on</p> | <p>8/2011 -<br/>ongoing</p> |

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## PROFICIENCY FOR ALL

**Directions for PI Year 3 and 4 Schools:** After completing the Comprehensive Needs Assessment review Box 1 to determine if the schools met the 2010-11 LAUSD Target. Respond in Box 2 by indicating "YES" or "NO". Complete the remainder of the accountability matrix.

**Directions for PI Year 5+ Schools:** After completing the Comprehensive Needs Assessment review Box 1 to determine if the schools met the 2010-11 LAUSD Target. Respond in Box 2 by indicating "YES" or "NO". If the response is "YES" Boxes 4 through 9 DO NOT NEED to be completed. If the response is "NO" Boxes 4 through 9 MUST be completed.

| (1)<br>SPSA 2010-2011<br><i>Graduation Rate</i>   | (2)<br>Did the school meet the 2010-11 LAUSD Target? | (3)<br>SPSA 2011-2012<br>Accountability Outcomes<br><i>100% Graduation</i>   | (4)<br>Subgroup(s)   | (5)<br>Instructional Strategies/Activities to Implement<br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations.</i><br><br><i>If applicable, indicate actions to improve achievement to exit Program Improvement.</i>  | (6)<br>Supplemental Resources/Proposed Funding Sources<br><i>List the resources, funding sources, and amount needed to implement the data-based instructional strategies, activities, and/or support.</i>   | (7)<br>Process for Evaluation of Implementation<br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i> | (8)<br>Staff Responsible<br><i>Who is responsible for monitoring the specific strategies/ activities and/or support?</i> | (9)<br>Start/ Completion Date<br><i>Indicate when the strategy will be implemented and projected date of completion</i> |
|---|--|--|--|---|---|---|--|---|
| <p>Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA</p> <p><u>2010-11 LAUSD Target:</u><br/>10 percentage point or more increase in students scoring proficient and above.</p> | <input type="checkbox"/> No                          | <p>Increase percentage of students in grades 2-11 scoring Proficient or Advanced on the CST in ELA<br/><i>(AYP Target)</i></p> | <p>All students, especially African-American, Hispanic, students with disabilities, standard English learners, and socio-economically disadvantaged students</p> | <p><b>PROFESSIONAL DEVELOPMENT</b><br/>Teachers will meet during Professional Development days to review and analyze student data (CST) to provide opportunities for students' intervention and enhancement.</p> <p>Provide release time during the school day for teachers to participate in lesson study, and to observe best practices by observing in-house teachers and observing other teachers in other schools.</p> <p>Offer Professional development outside of the school day including:</p> <ul style="list-style-type: none"> <li>• Faculty Retreats (similar to buy-back days)</li> <li>• Content institutes where teachers meet during off track time to develop targeted instruction through curricular maps.</li> </ul> <p><b>INSTRUCTION</b><br/>Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments.</p> <p>Teachers will use effective research-based strategies that include:</p> <ul style="list-style-type: none"> <li>• Thinking Maps/graphic organizers</li> </ul> | <p>CSR Teacher will reduce class size. (Title I, EIA-SCE, EIA-LEP)</p> <p><b>Sub days</b> release teachers during the school day to attend PD. (Title I, EIA-SCE, EIA-LEP, Title III)</p> <p><b>Instructional Coach</b> will provide ongoing job embedded professional opportunities for teachers. (Title 1, EIA-SCE, EIA-LEP)</p> <p><b>I Coach Differential</b> is for after school activities. (Title I, EIA-SCE, EIA-LEP)</p> <p><b>I Coach X/Z Time</b> will allow for extra duties outside of the regular school work day. (Title I, EIA-LEP, EIA-LEP)</p> <p><b>Counselor</b> will reduce student-to-counselor ratio. (Title 1, EIA-SCE, EIA-LEP)</p> <p><b>Paraprofessional</b> under the direct supervision of a highly qualified teacher will provide one on one tutoring to students and assist with parent translations and activities. TA,</p> | <p>As measured by:</p> <ul style="list-style-type: none"> <li>• progress monitoring assessments, e.g., MyData</li> <li>• periodic assessments</li> <li>• student grades</li> <li>• student work</li> <li>• classroom assessments</li> <li>• end-of-unit tests</li> <li>• culminating tasks student portfolios</li> </ul>        | <p>Administration</p>  | <p>8/2011 - ongoing</p>   |

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|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>• SDAIE strategies</li> <li>• Cooperative Learning</li> <li>• Instructional Conversations</li> <li>• Readers-Writers Notebooks</li> <li>• Academic Vocabulary/Accountable Talk</li> <li>• Speaking in complete sentences</li> <li>• Read Alouds and choral reading</li> <li>• Reflecting on learning (metacognition)</li> <li>• Modeling and Think Alouds</li> </ul> <p>Provide opportunities for students to engage in the writing process using prewriting, drafting, revising, editing, and publishing using complex and elaborated sentence structures.</p> <p>Provide opportunities for students to participate in grade level project-based learning in core areas that integrates community needs with academic subject areas through research, oral presentations and writing.</p> <p>Identify focus students based on the analysis of student data in English Language Arts using:</p> <ul style="list-style-type: none"> <li>• <i>MyData</i></li> <li>• Periodic Assessments</li> <li>• Teacher made formative assessments</li> <li>• Course grades</li> </ul> <p>Provide classroom support using technology to advance the core instructional program and student learning through the use of :</p> <ul style="list-style-type: none"> <li>• Smartboards</li> <li>• LCD projectors</li> <li>• laptops</li> <li>• document cameras</li> </ul> <p>to enhance core instruction and intervention.</p> <p>All technology will be kept in perfect working order to advance student use of technology.</p> <p>Purchase maintenance contracts for all equipment purchased from categorical programs that will supplement the core curriculum, intervention programs, parent workshops and PD activities</p> <p>Purchase supplemental materials and supplies for students at risk in order to provide support with reading, writing, and math</p> | <p>Ed. Resource Aide, Instructional Aide, Ed Aide III (Title I, EIA-SCE, EIA-LEP)</p> <p><b>District Sponsored Training Rate</b> will allow staff to participate in after school activities. (Title 1, EIA-SCE, EIA-LEP)</p> <p><b>Information System Support Assistant</b> updates and checks software/hardware for student use. (Title I, EIA-SCE, EIA-LEP)</p> <p><b>Other equipment</b> will be purchased for students' use. (Title I, EIA-SCE, EIA-LEP)</p> <p><b>Maintenance of equipment</b> is used to support instructional activities with machines purchased through categorical funds. (Title 1, EIA-SCE, EIA-LEP)</p> <p><b>IMA</b> will be used to purchase supplemental materials. (Title 1, EIA-SCE, EIA-LEP)</p> <p><b>General supplies</b> will supplement the instructional programs. (Title I, EIA-SCE, EIA-LEP))</p> <p><b>Tutoring Teacher X Time</b> will pay teachers for intervention services (Title I, EIA-SCE, EIA-LEP, Title III)</p> |  |  |
|--|--|--|--|--|--|--|

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|  |                             |   |   | <p>through intervention strategies.</p> <p><b>INTERVENTION</b><br/>Teachers will provide intervention individually and in small groups through the following activities:</p> <ul style="list-style-type: none"> <li>tutoring during off track time</li> <li>tutoring before school and after school</li> <li>tutoring on Saturdays</li> </ul> <p>Offer after school time for teachers and other support staff to provide tutoring, to review best practices, and to analyze student data which informs instruction.</p> <p>Provide intervention workshops, demonstration lessons, program and student evaluation activities and parent involvement workshops.</p> <p>Continue the use of Scholastic "READ 180" for students who are significantly below grade level (Tier 2 and Tier 3)</p> |   |   |                |                  |           |     |     |     |     |     |     |     |     |          |     |     |  |   |   |                |                  |
|--|-----------------------------|---|---|---|---|---|----------------|------------------|-----------|-----|-----|-----|-----|-----|-----|-----|-----|----------|-----|-----|--|---|---|----------------|------------------|
| <p>Accelerate the performance of significant subgroups</p> <p><b>2010-11 LAUSD Target:</b><br/>10 percentage point increase of students in each subgroup moving into proficient.</p> | <input type="checkbox"/> No | <p>Accelerate the performance of significant subgroups in ELA (AYP Target)</p> <p>Prof/Adv CST ELA</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Change</th> <th style="text-align: center; border-bottom: 1px solid black;">09-10</th> <th style="text-align: center; border-bottom: 1px solid black;">10-11</th> </tr> </thead> <tbody> <tr> <td>African-Americans</td> <td style="text-align: center;">36%</td> <td style="text-align: center;">38%</td> </tr> <tr> <td>Hispanics</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">38%</td> </tr> <tr> <td>ELs</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>SWD</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">13%</td> </tr> <tr> <td>Econ Dis</td> <td style="text-align: center;">36%</td> <td style="text-align: center;">39%</td> </tr> </tbody> </table> | Change  | 09-10   | 10-11   | African-Americans   | 36%            | 38%              | Hispanics | 35% | 38% | ELs | 13% | 15% | SWD | 10% | 13% | Econ Dis | 36% | 39% | <p>All students, especially African-American, Hispanic, students with disabilities, standard English learners, and socio-economically disadvantaged students</p> | <p>Improve instruction for significant subgroups by offering opportunities for teachers to collaborate using instructional strategies including RTI<sup>2</sup>, co-teaching, mentoring, and tutoring.</p> <ul style="list-style-type: none"> <li>Implement a school-based cadre which conducts action research.</li> </ul> | <p>As measured by:</p> <ul style="list-style-type: none"> <li>progress monitoring assessments, e.g., MyData</li> <li>periodic assessments</li> <li>student grades</li> <li>student work</li> <li>classroom assessments</li> <li>end-of-unit tests</li> <li>culminating tasks</li> </ul> <p>student portfolios</p> | Administration | 8/2011 - ongoing |
| Change   | 09-10                       | 10-11   |   |   |   |   |                |                  |           |     |     |     |     |     |     |     |     |          |     |     |  |   |   |                |                  |
| African-Americans  | 36%                         | 38%   |   |   |   |   |                |                  |           |     |     |     |     |     |     |     |     |          |     |     |  |   |   |                |                  |
| Hispanics  | 35%                         | 38%   |   |   |   |   |                |                  |           |     |     |     |     |     |     |     |     |          |     |     |  |   |   |                |                  |
| ELs  | 13%                         | 15%   |   |   |   |   |                |                  |           |     |     |     |     |     |     |     |     |          |     |     |  |   |   |                |                  |
| SWD  | 10%                         | 13%   |   |   |   |   |                |                  |           |     |     |     |     |     |     |     |     |          |     |     |  |   |   |                |                  |
| Econ Dis   | 36%                         | 39%   |   |   |   |   |                |                  |           |     |     |     |     |     |     |     |     |          |     |     |  |   |   |                |                  |
| <p>Increase the percentage of students moving from one performance band to another on the CST ELA (e.g., from FBB to BB; BB to Basic; Basic</p>                                      | <input type="checkbox"/> No | <p>Increase percentage of students moving from one performance band to another on the CST ELA (API Target)</p>  | <p>All students, especially African-American, Hispanic, students with</p> | <p>Target FBB and BB and provide intensive intervention including, ELAP after school intervention, CELDT</p> <p>Small group mentoring will be offered for at-risk students including data focused on</p>  | <p>Problem Solving Data Coordinator will provide support using all resources. (Title 1, EIA-SCE, EIA-LEP)</p> <p>PSDC Differential will provide for</p> | <p>As measured by:</p> <ul style="list-style-type: none"> <li>progress monitoring assessments,</li> </ul> | Administration | 8/2011 - ongoing |           |     |     |     |     |     |     |     |     |          |     |     |  |   |   |                |                  |

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|  |  |  |   |   |   |   |  |  |
|--|--|--|---|---|---|---|--|--|
| <p>to Proficient, Proficient to Advanced)<br/> <b>2010-11 LAUSD</b><br/> <u>Target:</u><br/>                 10 percentage point increase of students in each subgroup moving into proficient.</p> |  |  | <p>disabilities, standard English learners, and socio-economically disadvantaged students</p> | <p>academic improvement, behavior modification, and improved self-esteem. Student data will be analyzed relevant to behavior and achievement.</p> | <p>after school responsibilities. (Title I, EIA-SCE, EIA-LEP)</p> | <p>e.g., MyData</p> <ul style="list-style-type: none"> <li>• periodic assessments</li> <li>• student grades</li> <li>• student work</li> <li>• classroom assessments</li> <li>• end-of-unit tests</li> <li>• culminating tasks</li> </ul> <p>student portfolios</p> |  |  |
|--|--|--|---|---|---|---|--|--|

Los Angeles Unified School District  
2011-2012 *Single Plan for Student Achievement* Accountability Matrix

For PI Years 3—5+

**PROFICIENCY FOR ALL**

**Directions for PI Year 3 and 4 Schools:** After completing the Comprehensive Needs Assessment review Box 1 to determine if the schools met the 2010-11 LAUSD Target. Respond in Box 2 by indicating “YES” or “NO”. Complete the remainder of the accountability matrix.

**Directions for PI Year 5+ Schools:** After completing the Comprehensive Needs Assessment review Box 1 to determine if the schools met the 2010-11 LAUSD Target. Respond in Box 2 by indicating “YES” or “NO”. If the response is “YES” Boxes 4 through 9 DO NOT NEED to be completed. If the response is “NO” Boxes 4 through 9 MUST be completed.

| (1)<br>SPSA 2010-2011<br><i>Graduation Rate</i>  | (2)<br>Did the school meet the 2010-11 LAUSD Target?            | (3)<br>SPSA 2011-2012<br>Accountability Outcomes<br><i>100% Graduation</i>   | (4)<br>Subgroup(s)  | (5)<br>Instructional Strategies/Activities to Implement<br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations.</i><br><br><i>If applicable, indicate actions to improve achievement to exit Program Improvement.</i>   | (6)<br>Supplemental Resources/Proposed Funding Sources<br><i>List the resources, funding sources, and amount needed to implement the data-based instructional strategies, activities, and/or support.</i>  | (7)<br>Process for Evaluation of Implementation<br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i> | (8)<br>Staff Responsible<br><i>Who is responsible for monitoring the specific strategies/ activities and/or support?</i> | (9)<br>Start/ Completion Date<br><i>Indicate when the strategy will be implemented and projected date of completion</i> |
|--|---|--|---|--|--|---|--|---|
| Must be completed by PI 3-5 elementary schools   |   | Increase 3rd Grade Proficiency Rate in ELA ( <i>Performance Meter</i> )  |   |  |  |   |  |   |
| Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in Math<br><br><u>2010-11 LAUSD Target:</u><br>Minimum of 10 percentage point increase of students in students scoring proficient and above | <input type="checkbox"/> Yes<br><br><input type="checkbox"/> No | Increase percentage of students in grades 2-11 scoring Proficient or Advanced on the CST in Math ( <i>AYP Target</i> ) | All students, especially African-American, Hispanic, students with disabilities, standard English learners, and socio-economically disadvantaged students | <b>PROFESSIONAL DEVELOPMENT</b><br>Teachers will meet during Professional Development days to review and analyze student data (CST) to provide opportunities for students' intervention and enhancement.<br><br>Make release time during the school day available for teachers to participate in lesson study, and to observe best practices by observing in-house teachers and observing other teachers in other schools.<br><br>Provide time for staff to meeting collaboratively to: <ul style="list-style-type: none"> <li>• plan and refine instructional practices that address data identified student needs</li> <li>• meet in grade levels, departments and SLCs to monitor student progress and identify focus student needs.</li> </ul> <b>INSTRUCTION</b><br>Implement math concept lessons and real-world math based strategies provided by the Local District.<br><br>Students will : <ul style="list-style-type: none"> <li>• participate in LAUSD math concept lessons</li> <li>• use problem solving strategies to solve</li> </ul> | CSR Teacher will reduce class size. (Title I, EIA-SCE, EIA-LEP)<br><br><b>Sub days</b> release teachers during the school day to attend PD. (Title I, EIA-SCE, EIA-LEP, Title III)<br><br><b>Instructional Coach</b> will provide ongoing job embedded professional opportunities for teachers. (Title 1, EIA-SCE, EIA-LEP)<br><br><b>I Coach Differential</b> is for after school activities. (Title I, EIA-SCE, EIA-LEP) | As measured by: <ul style="list-style-type: none"> <li>• progress monitoring assessments, e.g., MyData</li> <li>• periodic assessments</li> <li>• student grades</li> <li>• student work</li> <li>• classroom assessments</li> <li>• end-of-unit tests</li> <li>• culminating tasks</li> <li>• student portfolios</li> </ul>    | Administration   | 8/2011<br>-<br>ongoing  |

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|   |                                    |   |        | <p>mathematical tasks</p> <ul style="list-style-type: none"> <li>demonstrate conceptual understanding of grade level math standards, ranging from concrete to abstract</li> <li>demonstrate mastery of procedural skills</li> <li>engage instructional conversations around mathematical concepts using academic math language</li> </ul> <p>Encourage students who are receiving Ds/Fails in math will participate in small group instruction during the core instructional period and attend Before School and After School Tutoring.</p> <p>Implement CST review lessons for Algebra I, Algebra II and Geometry.</p> <p>Teachers will provide instruction and intervention individually and in small groups through the following activities:</p> <ul style="list-style-type: none"> <li>Track and monitor the progress of focus students in Math to determine and address student needs.</li> <li>Provide, monitor and evaluate the effectiveness of in-class intervention for the focus students in Math.</li> <li>Analyze student data and plan explicit, targeted instruction</li> </ul> <p><b>INTERVENTION</b><br/>Offer after school time for teachers and other support staff to provide additional support through tutoring, to review best practices, and to analyze student data which informs instruction.</p> <p>Provide intervention workshops, demonstration lessons, program and student evaluation activities and parent involvement workshops.</p> |       |        |                   |     |     |    |           |     |     |    |     |     |     |    |     |     |     |    |          |     |     |    |                  |   |  |  |                |                  |
|---|------------------------------------|---|--------|--|-------|--------|-------------------|-----|-----|----|-----------|-----|-----|----|-----|-----|-----|----|-----|-----|-----|----|----------|-----|-----|----|------------------|---|--|--|----------------|------------------|
| <p>Accelerate the performance of significant subgroups</p> <p><b>2010-11 LAUSD Target:</b><br/>10 percentage point increase of students in each subgroup moving into proficient</p> | <p><input type="checkbox"/> No</p> | <p>Accelerate the performance of significant subgroups in Math (AYP Target)</p> <p><b>Prof/Adv CST Math</b></p> <table border="1"> <thead> <tr> <th></th> <th>09-10</th> <th>10-11</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>African-Americans</td> <td>30%</td> <td>33%</td> <td>3%</td> </tr> <tr> <td>Hispanics</td> <td>35%</td> <td>39%</td> <td>4%</td> </tr> <tr> <td>ELs</td> <td>24%</td> <td>29%</td> <td>5%</td> </tr> <tr> <td>SWD</td> <td>14%</td> <td>18%</td> <td>4%</td> </tr> <tr> <td>Econ Dis</td> <td>36%</td> <td>40%</td> <td>4%</td> </tr> </tbody> </table> |        | 09-10  | 10-11 | Change | African-Americans | 30% | 33% | 3% | Hispanics | 35% | 39% | 4% | ELs | 24% | 29% | 5% | SWD | 14% | 18% | 4% | Econ Dis | 36% | 40% | 4% | English learners | <ul style="list-style-type: none"> <li>Articulated, quality and rigorous pre-K-12 standards-based instruction</li> </ul> <p>The following strategies/activities below will support the core program:</p> <ul style="list-style-type: none"> <li>Mustang Academy</li> <li>Tutoring sessions before school and after school</li> <li>Student Assemblies</li> <li>Arleta testing campaigns ("Arleta 7") with signs, banners, public announcements and daily advisory lessons</li> <li>Parent meetings held in the evenings to raise</li> </ul> |  |  | Administration | 8/2011 - ongoing |
|   | 09-10                              | 10-11   | Change |  |       |        |                   |     |     |    |           |     |     |    |     |     |     |    |     |     |     |    |          |     |     |    |                  |   |  |  |                |                  |
| African-Americans   | 30%                                | 33%   | 3%     |  |       |        |                   |     |     |    |           |     |     |    |     |     |     |    |     |     |     |    |          |     |     |    |                  |   |  |  |                |                  |
| Hispanics   | 35%                                | 39%   | 4%     |  |       |        |                   |     |     |    |           |     |     |    |     |     |     |    |     |     |     |    |          |     |     |    |                  |   |  |  |                |                  |
| ELs   | 24%                                | 29%   | 5%     |  |       |        |                   |     |     |    |           |     |     |    |     |     |     |    |     |     |     |    |          |     |     |    |                  |   |  |  |                |                  |
| SWD   | 14%                                | 18%   | 4%     |  |       |        |                   |     |     |    |           |     |     |    |     |     |     |    |     |     |     |    |          |     |     |    |                  |   |  |  |                |                  |
| Econ Dis  | 36%                                | 40%   | 4%     |  |       |        |                   |     |     |    |           |     |     |    |     |     |     |    |     |     |     |    |          |     |     |    |                  |   |  |  |                |                  |

Los Angeles Unified School District  
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For PI Years 3—5+

|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
|  |  |  |  | <p style="text-align: center;">awareness about A-G requirements</p> <p>The following strategies/activities below will support the core program:</p> <ul style="list-style-type: none"> <li>• Student support groups</li> <li>• Additional parent outreach</li> <li>• Individual and group counseling</li> <li>• Partnership with Pacoima Skills center by offering the ii lab (credit recovery)</li> <li>• Increased one-on-one counseling and advisement sessions</li> <li>• Decrease class size in core content</li> </ul> |  |  |  |  |
|--|--|--|--|--|--|--|--|--|

Los Angeles Unified School District  
2011-2012 *Single Plan for Student Achievement* Accountability Matrix

For PI Years 3—5+

### PROFICIENCY FOR ALL

**Directions for PI Year 3 and 4 Schools:** After completing the Comprehensive Needs Assessment review Box 1 to determine if the schools met the 2010-11 LAUSD Target. Respond in Box 2 by indicating “YES” or “NO”. Complete the remainder of the accountability matrix.

**Directions for PI Year 5+ Schools:** After completing the Comprehensive Needs Assessment review Box 1 to determine if the schools met the 2010-11 LAUSD Target. Respond in Box 2 by indicating “YES” or “NO”. If the response is “YES” Boxes 4 through 9 DO NOT NEED to be completed. If the response is “NO” Boxes 4 through 9 MUST be completed.

| (1)<br>SPSA 2010-2011<br><i>Graduation Rate</i>   | (2)<br>Did the school meet the 2010-11 LAUSD Target? | (3)<br>SPSA 2011-2012<br>Accountability Outcomes<br><i>100% Graduation</i>                               | (4)<br>Subgroup(s)  | (5)<br>Instructional Strategies/Activities to Implement<br><br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations.</i><br><br><i>If applicable, indicate actions to improve achievement to exit Program Improvement.</i> | (6)<br>Supplemental Resources/Proposed Funding Sources<br><br><i>List the resources, funding sources, and amount needed to implement the data-based instructional strategies, activities, and/or support.</i> | (7)<br>Process for Evaluation of Implementation<br><br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i> | (8)<br>Staff Responsible<br><br><i>Who is responsible for monitoring the specific strategies/ activities and/or support?</i> | (9)<br>Start/ Completion Date<br><br><i>Indicate when the strategy will be implemented and projected date of completion</i> |
|---|--|--|---|--|---|---|--|---|
| Increase the percentage of significant subgroups moving from one performance band to another on the CST Math ( e.g., from FBB to BB; BB to Basic; Basic to Proficient, Proficient to Advanced)<br><br><u>2010-11 LAUSD Target:</u><br>10 percentage point increase in students moving students into basic or proficient and above | <input type="checkbox"/> No                          | Increase percentage of students moving from one performance band to another on the CST Math (API Target) | All students, especially African-American, Hispanic, students with disabilities, standard English learners, and socio-economically disadvantaged students | Improve instruction and intervention through RTI <sup>2</sup> strategies to FBB, BB, and B students through more individual instruction to: <ul style="list-style-type: none"> <li>• Provide intervention to address the targeted needs of individual instruction.</li> <li>• Plan and deliver appropriate tiered instruction to students.</li> <li>• Facilitate data analysis of student work that reflects a problem solving approach.</li> </ul>  |   | As measured by: <ul style="list-style-type: none"> <li>• progress monitoring assessments, e.g., MyData</li> <li>• periodic assessments</li> <li>• student grades</li> <li>• student work</li> <li>• classroom assessments</li> <li>• end-of-unit tests</li> <li>• culminating tasks</li> <li>• student portfolios</li> </ul>        | Administration   | 8/2011<br>-<br>ongoing  |
| Must be completed by all secondary PI 3-5+ schools  |  | Increase Proficiency Rate in Algebra (Performance Meter)   | All students, especially African-American, Hispanic, students with disabilities, standard English learners, and socio-economically disadvantaged students | Improve instruction and intervention through RTI <sup>2</sup> strategies to FBB, BB, and B students through more individual instruction to: <ul style="list-style-type: none"> <li>• Provide intervention to address the targeted needs of individual instruction.</li> <li>• Plan and deliver appropriate tiered instruction to students.</li> <li>• Facilitate data analysis of student work that reflects a problem solving approach.</li> </ul><br>Offer tutoring and intervention programs to students with identified need.  |   | As measured by: <ul style="list-style-type: none"> <li>• progress monitoring assessments, e.g., MyData</li> <li>• periodic assessments</li> <li>• student grades</li> <li>• student work</li> <li>• classroom assessments</li> <li>• end-of-unit tests</li> </ul>   | Administration   | 8/2011<br>-<br>ongoing  |

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|   |                             |   |                         |  |   |   |                       |                                 |
|---|-----------------------------|---|-------------------------|--|---|---|-----------------------|---------------------------------|
| <p>AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English</p> <p><b>2010-11 LAUSD Target:</b><br/>Meet or exceed State target.</p> | <input type="checkbox"/> No | <p>AMAO 1—Meet or exceed the percentage of ELs making annual progress in learning English<br/><i>(AYP Target)</i></p> | <p>English Learners</p> | <p>Strategies/activities include:</p> <ul style="list-style-type: none"> <li>• Targeted standards-based ELD instruction (K-12) based on student's proficiency level</li> <li>• 2-hour instructional blocks of daily ELD/ESL instruction at the student's identified proficiency level for secondary English learners</li> <li>• Use of WestEd, <i>The Map of Standards for English Learners</i> (ELD/ELA alignment document) to ensure access to ELA standards for English learners</li> <li>• Consistent implementation of effective ELD/ESL instruction including:             <ul style="list-style-type: none"> <li>• Secondary High Point Curriculum</li> <li>• Thinking Maps</li> <li>• Graphic Organizers</li> <li>• Numbered Heads Together</li> <li>• Think-Pair-Share</li> </ul> </li> </ul> | <p><b>Categorical Program Advisor</b> will perform direct services to students. (Title 1, EIA-SCE, EIA-LEP)</p> <p><b>CPA Differential</b> will provide for after school functions of the Title 1 Office. (Title 1, EIA-SCE, EIA-LEP)</p> | <p>• culminating tasks<br/>student portfolios</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>• My Data Progress Monitoring Rosters</li> <li>• ELD Portfolios (K-12)</li> <li>• High Point Curriculum/Assessments (6-12)</li> <li>• Periodic Assessments, where appropriate</li> <li>• CELDT</li> <li>• ELSSA Data</li> </ul> <p>Consistent monitoring of student progress through:</p> <ul style="list-style-type: none"> <li>• curriculum-based assessments</li> <li>• ELD Assessment Portfolios</li> <li>• use of MyData, supervision of instruction and classroom observation during the ELD block</li> </ul> | <p>Administration</p> | <p>8/2011<br/>-<br/>ongoing</p> |
|---|-----------------------------|---|-------------------------|--|---|---|-----------------------|---------------------------------|

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## PROFICIENCY FOR ALL

**Directions for PI Year 3 and 4 Schools:** After completing the Comprehensive Needs Assessment review Box 1 to determine if the schools met the 2010-11 LAUSD Target. Respond in Box 2 by indicating “YES” or “NO”. Complete the remainder of the accountability matrix.

**Directions for PI Year 5+ Schools:** After completing the Comprehensive Needs Assessment review Box 1 to determine if the schools met the 2010-11 LAUSD Target. Respond in Box 2 by indicating “YES” or “NO”. If the response is “YES” Boxes 4 through 9 DO NOT NEED to be completed. If the response is “NO” Boxes 4 through 9 MUST be completed.

| (1)<br>SPSA 2010-2011<br><i>Graduation Rate</i>  | (2)<br>Did the school meet the 2010-11 LAUSD Target? | (3)<br>SPSA 2011-2012<br>Accountability Outcomes<br><i>100% Graduation</i>  | (4)<br>Subgroup(s)      | (5)<br>Instructional Strategies/Activities to Implement<br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations.</i><br><br><i>If applicable, indicate actions to improve achievement to exit Program Improvement.</i>   | (6)<br>Supplemental Resources/Proposed Funding Sources<br><br><i>List the resources, funding sources, and amount needed to implement the data-based instructional strategies, activities, and/or support.</i> | (7)<br>Process for Evaluation of Implementation<br><br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i> | (8)<br>Staff Responsible<br><br><i>Who is responsible for monitoring the specific strategies/activities and/or support?</i> | (9)<br>Start/Completion Date<br><br><i>Indicate when the strategy will be implemented and projected date of completion</i> |
|--|--|---|-------------------------|--|---|---|---|--|
| <p>AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT</p> <p>% Early Adv/Adv Less than 5 year identified as EL</p> <p>% Early Adv/Adv 5 years or more identified as EL (see page 1 of Accountability Matrix)</p> <p><u>2010-11 LAUSD Target:</u><br/>Meet or exceed State target.</p> | <input type="checkbox"/> No                          | <p>AMAO 2—Meet or exceed the percentage of ELs scoring early advanced and advanced on the CELDT (<i>AYP Target</i>)</p> | <p>English Learners</p> | <p>Strategies/activities include:</p> <ul style="list-style-type: none"> <li>• Targeted standards-based ELD instruction (K-12) based on student's proficiency level</li> <li>• 2-hour instructional blocks of daily ELD/ESL instruction at the student's identified proficiency level for secondary English learners</li> <li>• Use of WestEd, <i>The Map of Standards for English Learners</i> (ELD/ELA alignment document) to ensure access to ELA standards for English learners</li> <li>• Consistent implementation of effective ELD/ESL instruction including:               <ul style="list-style-type: none"> <li>• Secondary High Point Curriculum</li> <li>• Thinking Maps</li> <li>• Graphic Organizers</li> <li>• Numbered Heads Together</li> <li>• Think-Pair-Share</li> </ul> </li> </ul> |   | <p>Consistent monitoring of student progress through:</p> <ul style="list-style-type: none"> <li>• curriculum-based assessments</li> <li>• ELD Assessment Portfolios</li> <li>• use of MyData,</li> <li>• supervision of instruction and classroom observation during the ELD block</li> </ul>                                      | <p>Administration</p>   | <p>8/2011 to ongoing</p>   |
| <p>AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST</p> <p><u>2010-11 LAUSD Target:</u><br/>Meet or exceed State target.</p>   | <input type="checkbox"/> No                          | <p>AMAO 3—Meet or exceed the percentage of ELs scoring Proficient or Advanced on the CST (<i>AYP Target</i>)</p>        | <p>English Learners</p> | <p>Strategies/activities include:</p> <ul style="list-style-type: none"> <li>• Use of the WestEd ELD/ELA Alignment document to ensure access to ELA standards for all English learners</li> <li>• Core SDAIE Instructional Strategies and Lesson Design Template to ensure delivery of effective standards-based SDAIE lessons</li> <li>• Implementation of the critical elements of SDAIE (Content, Connections, Comprehensibility, and Interactions) to enhance existing lessons from instructional guides and other LAUSD core curricular materials</li> </ul>  |   | <p>As measured by:</p> <ul style="list-style-type: none"> <li>• progress monitoring assessments e.g., MyData</li> <li>• periodic assessments</li> <li>• student grades</li> <li>• student work</li> </ul>   | <p>Administration</p>   | <p>1/2011 to ongoing</p>   |

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|  |                             |  |                         |  |  |  |                |                   |
|--|-----------------------------|--|-------------------------|--|--|--|----------------|-------------------|
|  |                             |  |                         | <ul style="list-style-type: none"> <li>• Consistent implementation of access strategies/SDAIE for mathematics and other content areas</li> <li>• Targeted interventions and support for English learners not successful in Tier I instruction</li> <li>• Targeted, data-driven professional development based on students linguistic and academic needs</li> </ul>   |  | <ul style="list-style-type: none"> <li>• classroom assessments</li> <li>• end-of-unit tests</li> <li>• culminating tasks</li> <li>• student portfolios</li> </ul>        |                |                   |
| <p>Increase EL reclassification rates at the elementary, middle, and high school levels</p> <p><u>2010-11 LAUSD Target:</u><br/>5 percentage point increase at each level (elementary, middle and high school)</p> | <input type="checkbox"/> No | <p>Increase EL reclassification rates at the elementary, middle, and high school levels<br/><i>(Performance Meter)</i></p> | <p>English Learners</p> | <ul style="list-style-type: none"> <li>• Operationalize effective Access to Core instruction: Content, Connections, comprehensibility and interaction</li> <li>• Implement 4 critical elements, SDAIE/CRRE bridge</li> <li>• Implement common access to core strategies for math and English language arts in K-12</li> <li>• Provide structures and support for English learners within a multi-tiered framework</li> </ul> |  | <ul style="list-style-type: none"> <li>• EL monitoring rosters, and where possible EL students not moving or reclassifying</li> <li>• RFEP Monitoring Rosters</li> </ul> | Administration | 1/2011 to ongoing |

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## 100% ATTENDANCE

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| (1)<br>SPSA 2010-2011<br><i>Graduation Rate</i>  | (2)<br>Did the school meet the 2010-11 LAUSD Target? | (3)<br>SPSA 2011-2012<br>Accountability Outcomes<br><i>100% Graduation</i>                 | (4)<br>Subgroup(s)  | (5)<br>Instructional Strategies/Activities to Implement<br><br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations.</i><br><br><i>If applicable, indicate actions to improve achievement to exit Program Improvement.</i> | (6)<br>Supplemental Resources/Proposed Funding Sources<br><br><i>List the resources, funding sources, and amount needed to implement the data-based instructional strategies, activities, and/or support.</i> | (7)<br>Process for Evaluation of Implementation<br><br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i>     | (8)<br>Staff Responsible<br><br><i>Who is responsible for monitoring the specific strategies/ activities and/or support?</i> | (9)<br>Start/ Completion Date<br><br><i>Indicate when the strategy will be implemented and projected date of completion</i> |
|--|--|--|---|--|---|---|--|---|
| <b>Increase attendance of staff and students</b><br><br><u>2010-11 LAUSD Target:</u><br>Students: 96%<br>Teachers: 96% | <input type="checkbox"/> No                          | Increase percentage of students with 96% or higher attendance ( <i>Performance Meter</i> ) | All students, especially African-American, Hispanic, students with disabilities, standard English learners, and socio-economically disadvantaged students | The following strategies/activities below will support the core program: <ul style="list-style-type: none"> <li>• Student support groups</li> <li>• Additional parent outreach</li> <li>• Individual and group counseling</li> <li>• Student Attendance Review Team meetings in collaboration with the district attorneys' office</li> <li>• Positive incentives and celebrations for positive attendance habits</li> </ul>  |   | Monitor students at risk using these measures: <ul style="list-style-type: none"> <li>• 85% of students are in attendance for 96% or more of the time</li> <li>• Increased number of students receiving an E or S in Work Habits or Cooperation</li> <li>• Increased attendance rates for both students and teachers to 96%.</li> </ul> | Administration   | 8/2011 - ongoing  |
| <b>Increase attendance of staff and students</b><br><br><u>2010-11 LAUSD Target:</u><br>Students: 96%<br>Teachers: 96% | <input type="checkbox"/> No                          | Increase percentage of staff with 96% or higher attendance ( <i>Performance Meter</i> )    | All Staff   | Professional development<br>Recognition for positive attendance  |   | Monitor monthly attendance reports  | Administration   | 8/2011 - ongoing  |

Los Angeles Unified School District  
2011-2012 *Single Plan for Student Achievement* Accountability Matrix

For PI Years 3—5+

## PARENT & COMMUNITY ENGAGEMENT

**Directions for PI Year 3 and 4 Schools:** After completing the Comprehensive Needs Assessment review Box 1 to determine if the schools met the 2010-11 LAUSD Target. Respond in Box 2 by indicating “YES” or “NO”. Complete the remainder of the accountability matrix.

**Directions for PI Year 5+ Schools:** After completing the Comprehensive Needs Assessment review Box 1 to determine if the schools met the 2010-11 LAUSD Target. Respond in Box 2 by indicating “YES” or “NO”. If the response is “YES” Boxes 4 through 9 DO NOT NEED to be completed. If the response is “NO” Boxes 4 through 9 MUST be completed.

| (1)<br>SPSA 2010-2011<br><i>Graduation Rate</i> | (2)<br>Did the school meet the 2010-11 LAUSD Target? | (3)<br>SPSA 2011-2012<br>Accountability Outcomes<br><i>100% Graduation</i>                                 | (4)<br>Subgroup(s) | (5)<br>Instructional Strategies/Activities to Implement<br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations.</i><br><br><i>If applicable, indicate actions to improve achievement to exit Program Improvement.</i>  | (6)<br>Supplemental Resources/Proposed Funding Sources<br><br><i>List the resources, funding sources, and amount needed to implement the data-based instructional strategies, activities, and/or support.</i>   | (7)<br>Process for Evaluation of Implementation<br><br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i> | (8)<br>Staff Responsible<br><br><i>Who is responsible for monitoring the specific strategies/ activities and/or support?</i> | (9)<br>Start/ Completion Date<br><br><i>Indicate when the strategy will be implemented and projected date of completion</i> |
|---|--|--|--------------------|---|---|---|--|---|
| Must be complete by all PI 3-5+ schools         |  | Increase percentage who talk with the teacher about their child's schoolwork<br><i>(Performance Meter)</i> | All Students       | <p>Professional development on the use of student led conferencing to communicate with parents about student progress, the use of technology to communicate with parents.</p> <p>Parents will receive training on how to interpret student achievement data results and how to prepare their children for high school and college/career readiness. Other trainings will include:</p> <ul style="list-style-type: none"> <li>School personnel will provide training for Parent groups. This will allow parents to receive strategies to help their children through difficult teenage issues and with school achievement.</li> </ul> <p>Provide supplemental materials to conduct parent involvement workshops that focus on how to interpret student achievement data results and how to prepare their children for high school and college/career readiness.</p> <p>Provide supplies and materials to conduct parent workshops on behavior management and decision-making to decrease/eliminate bullying or threatening student behaviors.</p> <p>Provide opportunities for parents to participate in School Site Councils, CEAC, ELAC, Gifted/Talented, and Leadership councils</p> <p>Offer workshops that focus on strategies that parents</p> | <p><b>Parent General supplies</b> will supplement workshops for parents. (Title 1, EIA-SCE, EIA-LEP)</p> <p><b>Parent IMA</b> will purchase supplemental materials for parents. (Title 1, EIA-SCE, EIA-LEP)</p> <p><b>School Advisory Committee Expense</b> will offer refreshments during advisory and committee meetings for parents. (Title 1, EIA-SCE, EIA-LEP)<br/><b>Custodial/Clerical Relief/Overtime</b> will support parent activities beyond the school day. (Title 1, EIA-SCE, EIA-LEP)</p> | <p>Participation rates at conferencing opportunities</p> <p>Welcoming environment and opportunities to participate in student led conferencing.</p> <p>Ongoing engagement in parent center activities</p> <p>evidence of ongoing, communication to parents and engagement of parents in school-sponsored activities</p>             | Administration   | 8/2011<br>-<br>ongoing  |

Los Angeles Unified School District  
 2011-2012 *Single Plan for Student Achievement* Accountability Matrix

For PI Years 3—5+

|  |                              |   |              |  |   |  |  |  |
|--|------------------------------|---|--------------|--|---|--|--|--|
|  |                              |   |              | <p>can use to help their children at home, on A-G and high school graduation requirements, and effective methods to improve parenting skills.</p> <p>Provide time for communication through phone calls, letters and Connect Ed and additional clerical support.</p> <p>Provide time for addition custodial support and maintenance following parent/community meetings.</p> <p>Provide support for parents and categorical programs through translations orally and in writing and assist with parent workshops and trainings.</p> <p>Offer parents the opportunity to complete the parent survey during Open House and during Parent Conference time to increase the number of parents</p> | <p><b>Office Technician will support to the Categorical Programs. (Title I, EIA-SCE, EIA-LEP)</b></p> |  |  |  |
| Increase the response rates for parents returning surveys. | <input type="checkbox"/> Yes | Increase parent participation and ratings on School Experience Surveys ( <i>Performance Meter</i> ) | All students |  |   |  |  |  |

## SCHOOL SAFETY / ORGANIZATION / SUPPORT STRUCTURES

**Directions for PI Year 3 and 4 Schools:** After completing the Comprehensive Needs Assessment review Box 1 to determine if the schools met the 2010-11 LAUSD Target. Respond in Box 2 by indicating "YES" or "NO". Complete the remainder of the accountability matrix.

**Directions for PI Year 5+ Schools:** After completing the Comprehensive Needs Assessment review Box 1 to determine if the schools met the 2010-11 LAUSD Target. Respond in Box 2 by indicating "YES" or "NO". If the response is "YES" Boxes 4 through 9 DO NOT NEED to be completed. If the response is "NO" Boxes 4 through 9 MUST be completed.

| (1)<br>SPSA 2010-2011<br><i>Graduation Rate</i> | (2)<br>Did the school meet the 2010-11 LAUSD Target? | (3)<br>SPSA 2011-2012<br>Accountability Outcomes<br><i>100% Graduation</i>                   | (4)<br>Subgroup(s)  | (5)<br>Instructional Strategies/Activities to Implement<br><i>Identify strategies/activities within a multi-tiered framework and that are based on scientifically-based research that will result in students meeting or exceeding proficiency on outcome measures in all areas. Indicate the increased amount of quality learning time such as through an enriched and accelerated curriculum (before, during, and after the school day). Include strategies for meeting the educational needs of historically underserved populations.</i><br><br><i>If applicable, indicate actions to improve achievement to exit Program Improvement.</i> | (6)<br>Supplemental Resources/Proposed Funding Sources<br><i>List the resources, funding sources, and amount needed to implement the data-based instructional strategies, activities, and/or support.</i> | (7)<br>Process for Evaluation of Implementation<br><i>Identify informal and formal interim measures/assessments (i.e., progress monitoring, school-based assessments, student work and grades) that are indicators to measure the effectiveness of the instructional strategies/activities that address the school's goals.</i> | (8)<br>Staff Responsible<br><i>Who is responsible for monitoring the specific strategies/activities and/or support?</i> | (9)<br>Start/Completion Date<br><i>Indicate when the strategy will be implemented and projected date of completion</i> |
|---|--|--|---|--|---|---|---|--|
| Decrease the number of suspensions              | <input type="checkbox"/> No                          | Decrease instructional days lost to suspension ( <i>Performance Meter</i> )                  | All students, especially African-American, Hispanic, students with disabilities, standard English learners, and socio-economically disadvantaged students | <p>The following strategies/activities below will support the program:</p> <ul style="list-style-type: none"> <li>• Data driven targeted interventions,</li> <li>• monitoring, assessment and modifications for successful rates of increased student performance on CST</li> <li>• Behavior conducive to success in school and the community.</li> <li>• Saturday Beautification Project</li> </ul> <p>Implement the Human Efforts at Relating Together (HEART) program which provides peer mediation.</p>  |   | <ul style="list-style-type: none"> <li>• Decreased suspension rates.</li> <li>• School-wide discipline plans effectively implemented</li> <li>• Team Implementation Checklist</li> <li>• Discipline Policy Rubric implementation by support staff for all cohort schools</li> </ul>   | Administration  | 8/2011 to ongoing  |
|   | <i>Exceeded LAUSD Target</i>                         | Increase percentage of students who feel safe on school grounds ( <i>Performance Meter</i> ) | All students, especially African-American, Hispanic, students with disabilities, standard English learners, and socio-economically disadvantaged          | <p><b>We have an overall 92% of students who feel safe on our campus according to the SARC.</b></p> <p>Identify students through data analysis and staff training. Provide intervention for students not meeting grade level standards.</p> <p>Use differentiated instruction techniques through the use of technology to enhance student learning.</p> <p>Provide supplemental services to Categorical Programs and assist in parent home communications. Implement Advisory lessons on positive school culture</p>   |   | <ul style="list-style-type: none"> <li>• Increased clear and accurate, updated communication regarding school policy and procedures, between school and home</li> <li>• Increase in the number of students who feel safe on the</li> </ul>  | Administration  | 8/2011 to ongoing  |

Los Angeles Unified School District  
2011-2012 *Single Plan for Student Achievement* Accountability Matrix

For PI Years 3—5+

|   |  |                            |          |   |  |  |     |     |
|---|--|----------------------------|----------|---|--|--|-----|-----|
|   |  |                            | students | <p>and personalization.</p> <p>Perform clerical tasks and provide communication to parents.</p> <p>Provide additional counseling for students, individually or in groups; consultative services for parents and staff; maintain intervention programs; and provide PD on adolescent issues, classroom management and succeeding at school.</p> <p>Provide students with positive reinforcement, including attendance awards, to promote appropriate behavior in-class and outside the classroom setting.</p> <p>Continue to implement the school wide positive Behavior Plan and provide opportunities for students to use Second Step strategies to problem solve.</p> |  | school campus to 100%  |     |     |
| <p>Meet QEIA Accountabilities</p> <ul style="list-style-type: none"> <li>▪ CSR</li> <li>▪ Highly Qualified Teacher</li> <li>▪ Misassignments</li> <li>▪ Rule of 27</li> <li>▪ Non-core average</li> <li>▪ Teacher Experience Index</li> <li>▪ Counseling Ratio (High Schools only)</li> </ul> | <input type="checkbox"/> Yes<br><br><input type="checkbox"/> No<br><br>N/A | Meet QEIA Accountabilities | N/A      | N/A   |  | <ul style="list-style-type: none"> <li>• Full implementation of Class Size Reduction target</li> <li>• Professional Development</li> <li>• Implementation of 300:1 student to counselor ratio in high schools</li> </ul> | N/A | N/A |

## TITLE I TARGETED ASSISTANCE SCHOOLS/NCLB 1114 COMPONENTS FOR IMPLEMENTATION

|  |
|--|
| 1. Describe how the school ensures that plans for services provided to identified Title I students are incorporated into existing school planning and programs.  |
| 2. Describe how the school provides increased learning time to identify at risk students outside the school day.   |
| 3. Describe how the school coordinates with and supports the regular education program. (Include Title I personnel and supplemental resources.)  |
| 4. Explain how the school coordinates and integrates its Title I resources with other federal, state and local services and programs.  |
| 5. Describe how the school will evaluate the effectiveness of the program in meeting the goals and make necessary modifications.<br><br>To determine whether or not district, state, and federal goals were met, a report will be compiled [i.e., AYP (AMOs), AMAOs, and MCDs]. Strategies to achieve the goals will be measured for effectiveness through data and the completion of the Annual Evaluation of <i>Single Plan for Student Achievement</i> . The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the accountability matrix have not provided results or sustained improvement. In addition, parents are provided opportunities (i.e., participation in SSC, various public meetings, and/or advisory committees) to renew the report and provide feedback on the programs that have been implemented. |
| 6. Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (elementary schools only)  |

***Title I Schoolwide Program (SWP) Schools may delete this page.***

## TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114 (PI—Section 1116) COMPONENTS FOR IMPLEMENTATION

1. Describe how the school provides increased learning time to underperforming students outside the school day. (Include intervention programs provided before school, during the school day, after school, and on Saturdays)

Arleta High School offers increased learning opportunities for students to underperforming students by offering reduced class size, supplemental instructional resources, supplemental counseling and nursing services, teaching assistance and individualized instruction during the school day. Outside the school day instruction, intervention and tutoring is provided before school, after school, on Saturdays and during Summer and Winter sessions.

2. Describe the strategies to be utilized to meet the educational needs of historically underserved population (migrant students, homeless students and American Indian students).

**The following strategies will be utilized to meet the educational needs of Migrant Students:**

- Ensure that the Family Questionnaire will be part of the enrollment packet.
- The Principal will designate a contact person for matters pertaining to migrant children and the contact person will be the Assistant Principal.
- Complete, analyze and monitor the Individual Learning Plan.
- Assure that recommended support services are provided.
- Provide/facilitate in-service to staff and parents on the Migrant Education Program.
- Make sure Individual Learning Plan is kept on file in the student's cumulative records.
- Contact Migrant Education Office for support.

**The following strategies will be utilized to meet the educational needs of Homeless Students:**

- Include the Student Residency Questionnaire in school enrollment packet and ensure the questionnaire will be given to students who are already enrolled but have since become homeless.
- The Student Residency Questionnaire will be disseminated annually.
- The Student Residency Questionnaire for identified homeless students will be faxed to the Homeless Education Program upon receipt.
- Each principal shall designate an administrator to serve and be responsible as the School Site Homeless Liaison or oversee a designee to ensure that procedures related to homeless students are implemented appropriately. The designated person will be the Assistant Principal. He/she will adhere to current District policy regarding the enrollment of homeless children and youth in schools and ensure that these students receive services.

**The following strategies will be utilized to meet the educational needs of American Indian Students:**

- The Title VII Student Eligibility certification form will be included in the school's enrollment packet and the contact person to assure that American Indian students receive services is the Assistant Principal.

3. Description of strategies used by the District to attract high-quality, highly qualified teachers to high need schools includes recruitment efforts to ensure that core academic subject areas are staffed with high caliber teachers.

To assist in this effort, LAUSD maintains an aggressive and far reaching recruitment plan. On June 30, 2010 all non-compliant elementary teachers were subject to Reduction in Force. LAUSD provides a rigorous test preparation program for the limited number of provisional teachers to assist them in meeting the subject matter requirement for highly qualified teachers. Principals are increasingly selective in their hiring practices, seeking only to interview and select those candidates who are in compliance with NCLB. Beginning in 2008-09, LAUSD began offering a Verification Process for Special Settings (VPSS) program to assist secondary special education teachers and alternative school teachers to become NCLB compliant in all subjects taught.

**TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114 (PI—Section 1116)  
COMPONENTS FOR IMPLEMENTATION  
(continued)**

4. Describe how the school will coordinate and integrate federal, state, and local services and programs.

As a School wide Title I school, all students benefit from the available services. School Based Coordinated Program coordinates all state funding to allow all students to benefit from the available services. School Site Council regulates all expenditures to ensure compliance of state and federal mandates. ELAC and CEAC offer recommendations to School Site Council.

5. Describe how the school will evaluate the effectiveness of the program in meeting the goals and make necessary modifications.

To determine whether or not district, state, and federal goals were met, a report will be compiled [i.e., AYP (AMOs), AMAOs, and MCDs]. Strategies to achieve the goals will be measured for effectiveness through data and the completion of the Annual Evaluation of *Single Plan for Student Achievement*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the accountability matrix have not provided results or sustained improvement. In addition, parents are provided opportunities (i.e., participation in SSC, various public meetings, and/or advisory committees) to renew the report and provide feedback on the programs that have been implemented.

6. Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (elementary schools only)

7. (PI Year 1 schools only) Describe how the school incorporates a teacher mentoring program, i.e. utilization of school-site funded instructional support personnel.

8. Describe how teachers are included in the decisions regarding the use of academic assessments that provide information on and that improve student achievement and the overall instructional program.

Teachers are involved in the following activities:

- Training on the use of MyData to determine the progress of their students on periodic assessments and annual CST scores
- Use of CoreK12 and the development of assessments based on their lessons
- Collaboration among grade levels and departments on the assessment results and developing lessons
- Provide intervention for students not meeting grade level standards on the assessments



# Arleta High School

## Home of the Mustangs

14200 Van Nuys Boulevard  
Arleta, California 91331  
(818) 686-4100 fax (818) 890-1040

John Deasy  
[Superintendent](#)

Alma Peña-Sanchez  
Superintendent District 2

Dr. Linda Calvo  
Principal

## PARENT INVOLVEMENT POLICY

### Parent Compact 2011-2012 A. PARENT INVOLVEMENT

Arleta High School has identified parental involvement as foundational to student success and student achievement. In an effort to create a campus culture of achievement and excellence, and to more fully understand the needs of our parents and community members in order to accomplish that goal, the following plan has been established:

In collaboration with our elected Parent Representatives and advisory committee members, and with the support of staff and parent volunteers, we will:

- Establish parent involvement for all grade levels
  - Involve staff, elected parent representatives, and volunteers to recruit parents to be involved in each Small Learning Communities, intervention programs, and Parent Workshops
  - Establish multiple programs and opportunities for parent and community involvement
1. Arleta High School will hold meetings annually to inform parents of the Arleta High School Parent Involvement Policy and guidelines provided by Title I to participate in the planning, review and input in all school programs, including Title I and Bilingual Education.
  2. The meetings will also include information about:
    - a. The needs of the instructional program, the curriculum, testing dates, and testing data and their impact on students and the school.
    - b. The need for parent involvement to ensure student success on achievement tests including the California High School Exit Exam (CAHSEE) and California Standards Test (CST)
    - c. Graduation requirements
    - d. College entrance requirements and support for transition to post high school education.
  3. A minimum of one meeting per month and/or minimum of six meetings per school year will be held for the Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC) and the School Site Council (SSC).
  4. Meetings will be advertised ten days in advance in order to facilitate the ability of parents to attend.
  5. The number and/or time of meetings will be added to facilitate parent participation as requested.

## **A. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. Arleta High School has jointly developed a school-parent-student compact that details the responsibilities of each group of stakeholders to support achievement at high levels of all students.
2. Each small learning community may develop an additional school-parent-student compact that reflects unique aspects of the small learning community.
3. The compact will be revised annually by the School Site Council and will be included in the Single Plan for Student Achievement.

## **B. BUILDING CAPACITY FOR INVOLVEMENT AND ENGAGEMENT**

1. Arleta High School will provide professional development opportunities for parents to increase their understanding of state, district and school-site assessments; federal, state, and local compliance requirements; school-wide intervention and achievement programs, the small learning community programs, school rules; school policies; and the roles and responsibilities of school personnel.
2. Arleta High School will develop a yearly action plan to focus on implementation and evaluation of school strategies to increase parent involvement.

## **C. ACCESSIBILITY**

1. Recommendations and input will be solicited from parents and recorded at the SSC, ELAC, and CEAC meetings in order to ensure relevance and effectiveness of the parent training efforts.
2. Parent/Community Services include:
  - a. translation services
  - b. parent workshops
  - c. assistance with school forms
  - d. liaison with school and community services
3. Information and Networking for Parents and Community
  - a. CEAC Monthly Meetings
  - b. ELAC Monthly Meetings
  - c. SSC Monthly Meetings
  - d. Back to School Night
  - e. Open House
  - f. PHBAO Conferences
  - g. Individual Parent Phone Calls by Staff and Faculty
  - h. Progress Reports, Mester and Semester Grade Reports
  - i. Written Notices and Parent Conferences as needed

Arleta High School shall provide opportunities for participation in school-sponsored activities by parents with disabilities and parents with limited English Proficiency. Translation will be provided at all meetings. Written notices and reports will be provided in the two main languages of the Arleta High School Community, English and Spanish and will be written in language that is comprehensible to parents. Parents with disabilities will have access to all areas of the school site and the local district offices.

All parents and families of Arleta High School will have access to information regarding support services for their child including all students who are English Learners and students who receive special education services. All information will be provided in a comprehensible manner so that parents have access to all information.

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**SCHOOL-PARENT COMPACT**  
**ARLETA HIGH SCHOOL MUSTANG COMPACT**

The parents, students and staff of Arleta High School, in accordance with No Child Left Behind and the programs funded by Title I, agree that this compact outlines how we share responsibility for student success and high levels of academic achievement. This school-parent compact is in effect during the 2011-2012 school year.

**School Pledge**

**Using small learning communities as a vehicle, Arleta High School will provide a high quality educational environment that is based on rigor, relevance and relationship. In order to help our students to become community contributors, effective communicators, critical thinkers and self-directed learners, Arleta High School will:**

1. Have high expectations for all students.
2. Provide a safe and positive learning environment for all students.
3. Clearly communicate behavioral and learning expectations to parents and students.
4. Teach grade level skills and concepts as identified by California State Standards.
5. Provide relevant and timely feedback to students to support learning.
6. Communicate regularly with parents and guardians about student progress.
7. Provide regular opportunities for parents to meet and/or communicate with school personnel to support the educational process.

\_\_\_\_\_  
Dr. Linda Calvo, Principal

\_\_\_\_\_  
Dr. Pam Good, UTLA Rep.

\_\_\_\_\_  
Date

**Student Pledge**

**I realize that my education is important. I understand that I am striving to become a community contributor, an effective communicator, a critical thinker and a self-directed learner. I agree to be responsible for my own success. Therefore, I will carry out the following:**

1. Come to school every day, every period on time and ready to learn.
2. Embody the Mustang Spirit by following school rules and modeling appropriate behavior.
3. Study and do my homework on a daily basis.
4. Complete required school assignments on time.
5. Ask for help when needed and participate in support activities to ensure my success.
6. Meet and discuss my school plan with my Advisor and/or counselor at least twice a year.
7. Maintain my Advisory portfolio which tracks completion of the requirements for graduation.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Birth Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
SLC

\_\_\_\_\_  
Advisory

\_\_\_\_\_  
Grade

**Parent Pledge**

**I realize that my student's education is important. I understand that my student is striving to become a community contributor, an effective communicator, a critical thinker and a self-directed learner. I understand that my role is essential to student success. Therefore, I will:**

1. Ensure that my student attends school everyday on time and ready to learn.
2. Know school policies and reinforce my student's adherence them.
3. Review my student's homework and provide a quiet time and place for students to complete their work.
4. Regularly monitor my student's academic progress.
5. Communicate with the teacher or school staff when I have a concern.
6. Review all school communications and respond as necessary.
7. Attend school functions, events and training opportunities.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

## Local District MONITORING

A comprehensive and multi-level monitoring process will assist the Local District in evaluating the implementation of the Accountability Matrix and to inform future practice. Required monitoring includes the following:

1. The school and the Local District will participate collaboratively in monitoring, evaluating and reporting the efficiency of implementation of the SPSA.
2. Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.
3. Provide a description of how management of authority was decreased.

**Directions:** Provide a succinct description of how the Local District will monitor the activities/strategies in the Accountability Matrix and determine what technical assistance and/or professional development is needed.

| <p style="text-align: center;"><b>Description of Local District Monitoring Process</b></p> <p style="text-align: center;"><i>Principal Leads will insert a personalized monitoring plan to address the individual needs of the school.</i></p> | <p style="text-align: center;"><b>Titles of Local District Support Team</b></p> | <p style="text-align: center;"><b>Process and Timeline (Frequency) for monitoring the implementation of instructional strategies/activities</b></p> |
|--|---|---|
|  |   |   |

# BUDGET

## Los Angeles Unified School District

### 2011 - 2012

|        |                          |                |        |           |                                 |
|--------|--------------------------|----------------|--------|-----------|---------------------------------|
| School | Arleta High School       | Local District | 2      | Principal | Dr. Linda Calvo                 |
|        | 14200 Van Nuys Boulevard | City           | Arleta | Telephone | Area Code<br>( 818 ) 686 - 4100 |

[Single Plan for Student Achievement Assurances, Budgets, and Justifications](#)

|   |                   |
|---|-------------------|
| The budgets, justifications, and the school's <i>Single Plan for Student Achievement</i> (SPSA) update have been reviewed by the Local District and recommended for approval to Federal and State Education Programs. |                   |
| Typed Name of Local District Superintendent   | Alma Pena-Sanchez |
| Signature of Local District Superintendent  | Date              |
| Date approved by District Board of Education  |                   |

**Check each applicable box**

|   |  |
|---|--|
| <p><b>Programs</b></p> <p><input checked="" type="checkbox"/> <b>Title I</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> Schoolwide Program (SWP)</p> <p style="padding-left: 20px;"><input type="checkbox"/> Targeted Assistance School (TAS)</p> <p><input checked="" type="checkbox"/> <b>2010 – 2011 Program Improvement</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> Year 1    <input type="checkbox"/> Year 2    <input checked="" type="checkbox"/> Year 3    <input type="checkbox"/> Year 4    <input type="checkbox"/> Year 5    <input type="checkbox"/> Year 5+</p> <p><input checked="" type="checkbox"/> <b>Title II</b></p> <p><input checked="" type="checkbox"/> <b>Title III</b></p> | <p><b>The Board of Education has granted to the Chief Academic Office (CAO) delegated authority to approve each school's Single Plan for Student Achievement (SPSA) required under Education Code 64001 et seq. after review and recommendation for approval by the Local District Superintendent,</b></p> |
|---|--|

|  |  |
|--|--|
| <input type="checkbox"/> <b>Economic Impact Aid (EIA)</b><br><input checked="" type="checkbox"/> State Compensatory Education<br><input checked="" type="checkbox"/> Limited English Proficient<br><input type="checkbox"/> Educationally Disadvantaged Youth<br><input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> | <b>Language Acquisition Branch, and other categorical program staff.</b> |
| <input checked="" type="checkbox"/> <b>School-Based Coordinated Program (SBCP)</b>   |  |

**Los Angeles Unified School District  
Single Plan for Student Achievement**

School Name: Arleta High School

**2011-2012**

Local District: 2

**ASSURANCES**

The signatures below verify that the school site council:

- Sought and considered all recommendations from the following groups or committees before adopting this plan and budget.  
**(Check those that apply.)**

Compensatory Education Advisory Committee

Chapter Chair/Designee

English Learners Advisory Committee

Other (list)

- Reviewed annually and updated the *Single Plan for Student Achievement* including centralized services and proposed expenditures of funds allocated to the school through the consolidated application.

|   |   |           |      |
|---|---|-----------|------|
| School Site Council   | Typed name of chairperson<br><b>Leslie Avila</b>  | Signature | Date |
| Principal   | Typed name of principal<br><b>Dr. Linda Calvo</b> | Signature | Date |
| <input type="checkbox"/> <b>Check box if SSC is an umbrella group for the CEAC. The minutes for this vote are on file at the school site.</b> |   |           |      |

|   |  |           |      |
|---|--|-----------|------|
| The signatures below verify that stakeholders have had the opportunity to provide recommendations during the budget-planning process. The signatures do not necessarily indicate approval of the spending plan. |  |           |      |
| Compensatory Education Advisory Committee (CEAC)  | Typed name of chairperson<br><b>Jose Gallardo</b>  | Signature | Date |
| English Learners Advisory Committee (ELAC)  | Typed name of chairperson<br><b>Martha Carbayo</b> | Signature | Date |
| Chapter Chair or Chapter Chair's Designee   | Typed name of teacher<br><b>Dr. Pamela Good</b>    | Signature | Date |
| Other (list)  | Typed name   | Signature | Date |
| Other (list)  | Typed name   | Signature | Date |

**Categorical Funding Allocated to This School**

**Federal Programs**

Elementary and Secondary Education Act:

**Title I: Schoolwide Program (7S046)**

**Amount: \$ 800,946**

Purpose: To upgrade the entire educational program of the school.

**Title I Parent Involvement Allocation (7E046)**

**Amount: \$25,908**

Purpose: To promote family literacy, parenting skills, and parent involvement activities.

**Title I Program Improvement 10% set aside (70A56)**

**Amount: \$ 88,994**

Purpose: To provide high-quality professional development to address the data that caused the school to be identified for program improvement. (PI Years 1 and 2 only)

**Title II Grades 9—12 (71N78)**

**Amount: \$ 40,826**

Purpose: To increase student academic achievement through strategies such as improving teacher and principal quality and increase the number of highly qualified teachers in the classroom.

**Title III: English Language Development (7S176)**

**Amount: \$ 11,127**

Purpose: To provide professional development to teachers, administrators, and other school support staff to improve ELD instruction and access to the core curriculum for English Learners.

**State Programs**

**Economic Impact Aid/Limited English Proficient (7S536)**

**Amount: \$ 151,057**

**Economic Impact Aid/Limited English Proficient-Supplemental (7N536)**

**Amount: \$ 20,922**

**Subtotal: \$ 171,979**

Purpose: To develop fluency in English and academic proficiency of English Learners. The supplemental funds are intended only for direct services including class-size reduction.

**Economic Impact Aid/State Compensatory Education (7S539)**

**Amount: \$ 14,249**

**Economic Impact Aid/State Compensatory Education-Supplemental (7N539)**

**Amount: \$ 38,862**

**Subtotal: \$ 53,111**

Arleta High School

Purpose: To help educationally disadvantaged students succeed in the regular program. The supplemental funds are intended only for direct services including class-size reduction.

**Total amount of state and federal categorical funds allocated to this school: \$ 1,192,891**

**After funding has been established, determine what funds can be used to fund the school's priorities.**

**↑ Double click on \_\_\_\_\_ School to insert school's name on all Assurance and Justifications pages.**

**Page Holder**

**Insert a copy of the Categorical Program Budgets**

**Title I (7S046)  
Budget Justification  
Fiscal Year 2011-2012**

Name of District: Los Angeles Unified School District  
 CDS Code: 1964733 -  
 Name of School: Arleta High School  
 School CDS Code: 0112045  
 School Contact Person: Dr. Linda Calvo  
 Email Address: Linda.calvo@lausd.net

Date: April 26, 2011  
 2011-12 Allocation: \$ 800,946  
 Local District: 2  
 Phone: 818 686-4100  
 Fax: 818-890-4100

Using the *Program and Budget Handbook* as a guide, describe the duties and purposes of personnel funded from Title I which address the needs identified in the *Single Plan for Student Achievement (SPSA)*.

| Major Object  | Commitment Item | Budget Item | Description of Goods/Services  | Budgeted Amount | FTE | # of days | *Page number from the SPSA |
|---------------|-----------------|-------------|--|-----------------|-----|-----------|----------------------------|
| <b>100000</b> | 110000          |             | <u>Certificated Personnel Salaries (includes benefits)</u>   |                 |     |           |                            |
|               | 190001          | 117360      | Categorical Program Advisor<br>Provide direct supplemental services during the regular school day: teaching, conducting staff PD, evaluating program activities, and demonstrating lessons   | 47,403          | .50 |           | 25                         |
|               | 190004          | 11681       | Categorical Program Advisor Differential<br>Provide supplemental services during the regular school day: teaching, conducting staff PD, evaluating program activities, and demonstrating lessons. Supporting services to parents and students beyond the school day.   | 725             |     |           | PJP                        |
|               | 120021          | 10868       | Counselor Secondary<br>Collaborates with school personnel in developing student knowledge, skills and attitudes that promote personal, social and academic growth; provides individual and group counseling; assists in the collection and analysis of data relative to student performance indicators; helps students to effectively access and utilize school and community resources to support student success; increases school personalization to promote student success. | 86,544          | 1   |           | 35                         |
|               | 110001          |             | Class Size Reduction Teachers  |                 |     |           | 2011-                      |

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:

**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account

**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.

**Title I (7S046)  
Budget Justification  
Fiscal Year 2011-2012**

| <b>Major Object</b> | <b>Commitment Item</b> | <b>Budget Item</b>      | <b>Description of Goods/Services</b>   | <b>Budgeted Amount</b>       | <b>FTE</b>  | <b># of days</b> | <b>*Page number from the SPSA</b> |
|---------------------|------------------------|-------------------------|--|------------------------------|-------------|------------------|-----------------------------------|
|                     |                        | 13172<br>13178<br>13175 | English Teacher (2)<br>Math Teacher(1)<br>History/Social Science (2)<br>Highly qualified, register-carrying teachers will reduce class size in English, math, and history classes. Teachers will provide direct service for 100 percent of the school day. They will plan and deliver appropriate instruction, provide direct instruction and intervention to address the targeted needs of specific students. | 176,236<br>88,118<br>176,236 | 2<br>1<br>2 |                  | 2012<br>SPSA<br>Update            |
|                     | 190001                 | 13205                   | Problem-Solving/Data Coordinator<br>The Problem-Solving /Data Coordinator will assist with staff training, technical assistance, and data collection and management.   | 37,583                       | .40         |                  | 24                                |
|                     | 190004                 | 11760                   | Problem-Solving/Data Coordinator Differential<br>Differential: Support for professional development, technical assistance and data management outside the school day.  | 575                          |             |                  | 24                                |
|                     | 110002                 | 10562                   | Day to Day Substitute<br>Day to Day substitute will cover the benefitted absence of register-carrying class- size reduction teachers.  | 7,100                        |             |                  | 2011-<br>2012<br>SPSA<br>Update   |
|                     | 110005                 | 10600                   | Teacher's Assistant<br>Provides services under the direct supervision of a highly qualified classroom teacher. Provides support for at-risk students to access core curriculum, including tutoring services and all school-site resources available, such as the library. Classroom support includes organizing instructional materials.   | 12,860                       | 1           |                  | 28                                |
|                     | 20000                  |                         | <u>Classified Personnel Salaries (includes benefits)</u>   |                              |             |                  |                                   |
|                     | 240001                 | 25519                   | Information Systems Support Assistant<br>Will perform a variety of duties associated with the installation of computers, updating and checking hardware, systems software, and computer programs that support the program.   | 53,814                       | 1           |                  | PJP                               |
|                     | 240001                 | 21359                   | Senior Office Technician<br>Performs program related tasks. Supports categorical programs with   | 54,136                       | 1           |                  | PJP                               |

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:

**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account

**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.

**Title I (7S046)  
Budget Justification  
Fiscal Year 2011-2012**

| <b>Major Object</b>     | <b>Commitment Item</b> | <b>Budget Item</b> | <b>Description of Goods/Services</b>   | <b>Budgeted Amount</b> | <b>FTE</b> | <b># of days</b> | <b>*Page number from the SPSA</b> |
|-------------------------|------------------------|--------------------|--|------------------------|------------|------------------|-----------------------------------|
|                         |                        |                    | translation, workshop and parent communication assistance.   |                        |            |                  |                                   |
|                         | 400000                 |                    | <u>Books, Materials, Supplies</u>  |                        |            |                  |                                   |
|                         | 430001                 | 40227              | General Supplies<br>Purchase of general supplies to support parent education, professional development, and supplemental classroom activities.   | 1,336                  |            |                  | 23                                |
|                         | 500000                 |                    | <u>Services and Other Operating Expenses</u>   |                        |            |                  |                                   |
|                         | 580012                 | 50174              | Curricular Trips<br>Curricular trips will be used to supplement the instructional program to improve academic achievement for participating students. Trips to local colleges and universities will assist students in student achievement and student outcomes. Trips to local colleges include: Mission College, Pierce College, Valley College, CSUN, UCLA, & USC; Trips to other sites include: Autry Museum, California Science Center, Los Angeles Zoo | 9,660                  |            |                  | Update 4/2011                     |
|                         | 560006                 | 50147              | Maintenance of Equipment<br>Konica 180, 250, and 600 will provide copies of student work samples for standards based alignment, evaluation and lesson study. Copies of supplemental instructional lessons will be used for targeted students.  | 19,890                 |            |                  | 23                                |
|                         | 430009                 | 40261              | Pending Distribution   | 9,548                  |            |                  |                                   |
|                         | 430009                 | 40263              | Pending Distribution Furlough  | 10,283                 |            |                  |                                   |
|                         | 430098                 | 40239              | Funding Variance   | 8,899                  |            |                  |                                   |
| <b>Total Allocation</b> |                        |                    |  | <b>800,946</b>         |            |                  |                                   |

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:  
**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account  
**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.

**2011-12 Title I Program Justification Page**

Directions: Items funded from the list below must be charged to **indirect services** and should not exceed **10%** of the school's allocation.

Any item that has not been checked must be deleted from the identified items listed below.

| <b><i>The items identified below are being purchased to facilitate the compliant implementation of the Title I Program.</i></b> |  |
|---|--|
| <b>Funding Source</b>   | <b>Description of Indirect Goods/Services</b>  |
| <b>7S046</b>  |  |
| <b>X</b>  | <b>Senior Office Technician *</b><br>Performs difficult or complex clerical tasks related to the program and may supervise a few clerical employees who provide clerical services in connection with the program.  |
| <b>X</b>  | <b>Information Systems Support Assistant</b><br>Performs a variety of routine information system duties associated with the installation of computers, updating and checking hardware, systems software, and computer programs that support the program. |
| <b>X</b>  | <b>Categorical Program Adviser Differential</b><br>Performs program-related activities outside the regular six-hour work day.  |

\* A school may purchase a total of two (2) positions from the combination of office technician/senior office technician positions. If more than two (2) are purchased, a Single Plan for Student Achievement Update page must be completed to address the office in need of additional support.

**Title I Parent Involvement (7E046)  
Budget Justification  
Fiscal Year 2011-2012**

Name of District: Los Angeles Unified School District  
 CDS Code: 1964733 -  
 Name of School: Arleta High School  
 School CDS Code: 0112045  
 School Contact Person: Dr. Linda Calvo  
 Email Address: Linda.calvo@lausd.net

Date: April 26, 2011  
 2011-12 Allocation: \$ 25,908  
 Local District: 2  
 Phone: 818 686-4100  
 Fax: 818-890-4100

**These resources must be used to support the implementation of activities described in the Parent Involvement Policy and the Parent-School Compact.**

| Major Object            | Commitment Item | Budget Item | Description of Goods/Services  | Budgeted Amount | FTE | # of days/hours or positions | *Page number from the SPSA |
|-------------------------|-----------------|-------------|--|-----------------|-----|------------------------------|----------------------------|
|                         | 400000          |             | <u>Books, Materials, Supplies</u>  |                 |     |                              |                            |
|                         | 430001          | 40227       | Books, Materials, Supplies (General Supplies)<br>Supplies, materials, and instructional materials for parent involvement activities, workshops, parent education events. | 15,908          |     |                              | 38                         |
|                         | 430009          | 40261       | Instructional Materials<br>Supplemental instructional materials such as visual aides, manipulatives, kits, realia that support intervention and instruction              | 5,000           |     |                              | 38                         |
|                         | 430002          | 40169       | Compensatory Education Advisory Committee Expenses   | 5,000           |     |                              | PJP                        |
| <b>Total Allocation</b> |                 |             |  | <b>25,908</b>   |     |                              |                            |

**Title I Parent Involvement**

Title I schools must implement activities for parents that support the instructional program. Using the Title I parent involvement budget worksheet (7E046), schools will develop a budget justification for the allocation. Questions should be directed to the Parent Community Services Branch (PCSB) or the local district.

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:

**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account

**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.

**2011-12 Title I Parental Involvement Program Justification Page**

Directions: Any item that has not been checked must be deleted from the identified items listed below.

| <i>The items identified below are being purchased to facilitate the compliant implementation of the Title I Program.</i> |  |
|--|--|
| Funding Source   | Description of Goods/Services to Support the School, Family and Community Partnerships   |
| 7E046  |  |
| X  | <p><b>Compensatory Education Advisory Committee (CEAC) Expenses</b><br/>                     Funds for local school advisory committee operating expenses. Expenses may include refreshments but not meals. Expenses may be funded with Title I or EIA-SCE for the CEAC.</p> |

**Parent Involvement Program Budget Planning Sheet for 2011 - 2012**

| ITEM NO.            | RESOURCES  | TITLE I (7E046) |                  | EIA/SCE (7S539) |           | LEP (7S536) |                 |
|---------------------|--|-----------------|------------------|-----------------|-----------|-------------|-----------------|
|                     |  | QTY             | Amount           | QTY             | Amount    | QTY         | Amount          |
| 21427               | Clerical Overtime  |                 |                  |                 |           |             |                 |
| 21532               | Custodial Overtime   |                 |                  |                 |           |             |                 |
| 50073               | Parent Conference Attendance<br>(Limited to a maximum of \$1,500.00 per funding source)  |                 |                  |                 |           |             |                 |
| 11275               | Professional Expert (Certificated)   |                 |                  |                 |           |             |                 |
| 21720               | Community Representative Pay Rate<br>\$ _____  |                 |                  |                 |           |             |                 |
| 22555               | Parent Resource Liaison<br>(This position must be multi-funded with other categorical program funds or grants)   |                 |                  |                 |           |             |                 |
| 40267               | Instructional Material (Support parent activities only)  |                 | 5,000            |                 |           |             | 6,930           |
| 40169               | School Advisory Committee or School Site Council Expenses<br>(Operating expenses and refreshments)   |                 | 5,000            |                 |           |             | 1,511           |
| 40110               | Audio Visual Equipment including Translation Equipment   |                 |                  |                 |           |             |                 |
| 50002               | Contracted Instructional Services: Company<br>Outside companies that are LAUSD approved to train parents in the curricular areas.                                  |                 |                  |                 |           |             |                 |
| 50035               | Independent Contract (Professional Services)<br>A contracted individual that trains parents in their roles and responsibilities regarding councils and committees. |                 |                  |                 |           |             |                 |
| 50163               | Parent Training Allowance<br>(Reimbursement for child care, mileage, meals)  |                 |                  |                 |           |             |                 |
| <b>TOTAL BUDGET</b> |  |                 | <b>\$ 25,908</b> |                 | <b>\$</b> |             | <b>\$ 1,511</b> |

This is not a budget. However, this planning sheet allows for parent-involvement budgeting at a glance. School site council expenses should be multi-funded with EIA-SCE (Basic) and EIA-LEP (Basic). Schools receiving EIA-LEP funds must allocate a minimum of 1% of the funds to implement training for parents.

Please present this page for programmatic and fiscal review.

These funds are not intended for facility rentals. They are meant to be used for supplemental services for parents.

**Title I Program Improvement (70A56)  
Budget Justification  
Fiscal Year 2011-2012**

Name of District: Los Angeles Unified School District  
 CDS Code: 1964733 -  
 Name of School: Arleta High School  
 School CDS Code: 0112045  
 School Contact Person: Dr. Linda Calvo  
 Email Address: Linda.calvo@lausd.net

Date: April 26, 2011  
 2011-12 Allocation: \$ 88,994  
 Local District: 2  
 Phone: 818 686-4100  
 Fax: 818-890-4100

**Program Improvement Schools**

Identified Program Improvement (PI) Schools must annually set aside 10% of the current year's Title I allocation to support professional development in English/Language Arts and/or Mathematics. The professional development must directly address the academic achievement problem that caused the school to be identified for program improvement.

PI schools need to identify, based on disaggregated data from state assessments, the area(s) the school failed to meet AYP targets.

|                                  |  |   |  |                                 |   |
|----------------------------------|--|---|--|---------------------------------|---|
| <b>Check appropriate area(s)</b> | <input type="checkbox"/><br>Participation Rate | <input checked="" type="checkbox"/><br>English/ Language Arts<br>Annual Measurable Objectives | <input checked="" type="checkbox"/><br>Mathematics<br>Annual Measurable Objectives | <input type="checkbox"/><br>API | <input type="checkbox"/><br>Graduation Rate |
|----------------------------------|--|---|--|---------------------------------|---|

Using the Program and Budget Handbook as a guide, describe the duties and purposes of personnel **and/or goods** funded from Title I which address the Program Improvement strategies identified in the school plan. **Do not add any items to the list below.**

| Major Object | Commitment Item | Budget Item | Description of Goods/Services  | Budgeted Amount | FTE | # of days | *Page number from the SPSA |
|--------------|-----------------|-------------|--|-----------------|-----|-----------|----------------------------|
|              |                 |             | <u>Certificated Personnel Salaries</u>   |                 |     |           |                            |
|              | 110001          | 13187       | <u>Instructional Coach</u><br>The Instructional Coach will support professional development of teaching in instructional practice and lesson study. The coach will model differentiated instruction and provide instructional support through classroom observation, feedback, modeling, coaching and facilitation of professional development. Research based professional development practices will focus on the needs of English Learners. | 84,487          | .92 |           | 22                         |
|              | 110004          | 10246       | <u>Instructional Coach Secondary Differential</u>  | 2,054           |     |           | 22                         |

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:  
**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account  
**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.  
 Rev. 12/2010

**Title I Program Improvement (70A56)  
Budget Justification  
Fiscal Year 2011-2012**

| <b>Major Object</b>            | <b>Commitment Item</b> | <b>Budget Item</b> | <b>Description of Goods/Services</b>                                | <b>Budgeted Amount</b> | <b>FTE</b> | <b># of days</b> | <b>*Page number from the SPSA</b> |
|--------------------------------|------------------------|--------------------|---|------------------------|------------|------------------|-----------------------------------|
|                                |                        |                    | Support for professional development outside the 6 hour school day. |                        |            |                  |                                   |
|                                | 430009                 | 40261              | Pending Distribution  | 1,027                  |            |                  |                                   |
|                                | 430009                 | 40263              | Pending Distribution Furlough                                       | 1,426                  |            |                  |                                   |
| <b>Total 10% PI Set Aside:</b> |                        |                    |   | 88,994                 |            |                  |                                   |

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:  
**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account  
**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.

**Title II Class-Size Reduction (71N78)  
Grades 9-12  
Budget Justification  
Fiscal Year 2011-2012**

Name of District: Los Angeles Unified School District  
 CDS Code: 1964733 -  
 Name of School: Arleta High School  
 School CDS Code: 0112045  
 School Contact Person: Dr. Linda Calvo  
 Email Address: Linda.calvo@lausd.net

Date: April 26, 2011  
 2011-12 Allocation: \$ 40,826  
 Local District: 2  
 Phone: 818 686-4100  
 Fax: 818-890-4100

Using the Program and Budget Handbook as a guide, describe the duties and purposes of personnel **and/or goods** funded from Title I which address the Program Improvement strategies identified in the school plan. **Do not add any items to the list below.**

| Major Object | Commitment Item | Budget Item | Description of Goods/Services  | Budgeted Amount | FTE | # of days/ hours | *Page number from the SPSA |
|--------------|-----------------|-------------|--|-----------------|-----|------------------|----------------------------|
|              |                 |             | <u>Certificated Personnel Salaries (includes benefits)</u>   |                 |     |                  |                            |
|              | 110001          | 13187       | Instructional Coach, Secondary<br>The Instructional Coach will support professional development of teaching in instructional practice and lesson study. The coach will model differentiated instruction and provide instructional support through classroom observation, feedback, modeling, coaching and facilitation of professional development. Research based professional development Will focus on the needs of English Learners. | 38,762          | .42 |                  | 22                         |
|              | 110004          | 10246       | <u>Instructional Coach Secondary Differential</u><br><u>Support for professional development outside the 6 hour school day.</u>  | 937             |     |                  | 22                         |
|              | 430009          | 40261       | Pending Distribution   | 473             |     |                  |                            |
|              | 430009          | 40263       | Pending Distribution Furlough  | 654             |     |                  |                            |
| <b>Total</b> |                 |             |  | <b>40,826</b>   |     |                  |                            |

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:  
**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account  
**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.  
 Rev. 12/2010

**EIA-LEP (7S536)  
Budget Justification  
Fiscal Year 2011-2012**

Name of District: Los Angeles Unified School District  
 CDS Code: 1964733 -  
 Name of School: Arleta High School  
 School CDS Code: 0112045  
 School Contact Person: Dr. Linda Calvo  
 Email Address: [Linda.calvo@lausd.net](mailto:Linda.calvo@lausd.net)

Date: April 26, 2011  
 2011-12 Allocation: \$ 11,127  
 Local District: 2  
 Phone: 818 686-4100  
 Fax: 818-890-4100

| Major Object            | Commitment Item | Budget Item | Description of Goods/Services  | Budgeted Amount | FTE | # of days | *Page number from the SPSA |
|-------------------------|-----------------|-------------|--|-----------------|-----|-----------|----------------------------|
| <b>100000</b>           | 110000          |             | <u>Certificated Personnel Salaries (includes benefits)</u>   |                 |     |           |                            |
|                         | 110001          | 13217       | <u>Instructional Coach</u><br>The Instructional Coach will support professional development of teaching in instructional practice and lesson study. The coach will model differentiated instruction and provide instructional support through classroom observation, feedback, modeling, coaching and facilitation of professional development. Research based professional development practices will focus on the needs of English Learners. | 10,559          | .12 |           | 22                         |
|                         | 110004          | 10249       | <u>Instructional Coach Secondary Differential</u><br><u>Support for professional development outside the 6 hour school day.</u>  | 262             |     |           | 22                         |
|                         | 430009          | 40261       | <u>Pending Distribution</u>  | 128             |     |           |                            |
|                         | 430009          | 40263       | <u>Pending Distribution Furlough</u>   | 178             |     |           |                            |
| <b>Total Allocation</b> |                 |             |  | <b>11,127</b>   |     |           |                            |

CDS Code: 1964733 -

2011-12 Allocation: \$ 151,057

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:  
**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account  
**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.  
 Rev. 12/2010

**EIA-LEP (7S536)  
Budget Justification  
Fiscal Year 2011-2012**

Name of School: Arleta High School  
 School CDS Code: 0112045  
 School Contact Person: Dr. Linda Calvo  
 Email Address: Linda.calvo@lausd.net

Local District: 2  
 Phone: 818 686-4100  
 Fax: 818-890-4100

| Major Object  | Commitment Item | Budget Item | Description of Goods/Services   | Budgeted Amount | FTE | # of days | *Page number from the SPSA |
|---------------|-----------------|-------------|---|-----------------|-----|-----------|----------------------------|
| <b>100000</b> | 110000          |             | <u>Certificated Personnel Salaries (includes benefits)</u>  |                 |     |           |                            |
|               | 190004          | 11316       | <u>District Sponsored Training Rate</u><br>Payments for certificated or classified staff to participate in professional development outside the regular school day.   | 7,553           |     |           | 21                         |
|               | 190001          | 117360      | Categorical Program Advisor<br>Provide direct supplemental services during the regular school day: teaching, conducting staff PD, evaluating program activities and demonstrating lessons   | 47,403          | .50 |           | 30                         |
|               | 190004          | 11681       | Categorical Program Advisor Differential  | 725             |     |           | PJP                        |
|               | 190001          | 13205       | Problem-Solving/Data Coordinator<br>The Problem-Solving /Data Coordinator will assist with staff training, technical assistance and data collection and management.   | 32,889          | .35 |           | 24                         |
|               | 190004          | 11760       | Problem-Solving/Data Coordinator Differential<br>Support for professional development, technical assistance and data management outside the school day.   | 503             |     |           | 24                         |
|               | 110001          | 13187       | Instructional Coach<br>Will support professional development of teaching in instructional practice and lesson study. The coach will model differentiated instruction and provide instructional support through classroom observation, feedback, modeling, coaching and facilitation of professional development. Research based professional development practices will focus on the needs of English Learners. | 22,057          | .24 |           | 22                         |
|               | 110004          | 10246       | Instructional Coach Secondary Differential<br>Support for professional development outside the 6 hour school day.   | 535             |     |           | 22                         |

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:  
**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account  
**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.  
 Rev. 12/2010

**EIA-LEP (7S536)  
Budget Justification  
Fiscal Year 2011-2012**

| <b>Major Object</b>     | <b>Commitment Item</b> | <b>Budget Item</b> | <b>Description of Goods/Services</b>  | <b>Budgeted Amount</b> | <b>FTE</b> | <b># of days</b> | <b>*Page number from the SPSA</b> |
|-------------------------|------------------------|--------------------|---|------------------------|------------|------------------|-----------------------------------|
|                         | 110005                 | 10600              | Teacher's Assistant<br>Provides services under the direct supervision of a highly qualified classroom teacher. Provides support for at-risk English learners to access core curriculum, including tutoring services and all school-site resources available, such as the library. Classroom support includes organizing instructional materials and providing primary language support. | 25,720                 | 2          |                  | 28                                |
|                         | 400000                 |                    | <u>Books, Materials, Supplies</u>   |                        |            |                  |                                   |
|                         | 430010                 | 40267              | IMA<br>Supplemental instructional materials such as visual aides, manipulatives, kits, realia that support intervention and instruction for English learners  | 7,556                  |            |                  | 2011-2012 SPSA Update             |
|                         | 430002                 | 40169              | Compensatory Education Advisory Committee Expense   | 1,516                  |            |                  | PJP                               |
|                         | 430009                 | 40261              | Pending Distribution  | 1,350                  |            |                  |                                   |
|                         | 430009                 | 40263              | Pending Distribution Furlough   | 1,739                  |            |                  |                                   |
|                         | 430098                 | 40239              | Funding Variance  | 1,511                  |            |                  |                                   |
| <b>Total Allocation</b> |                        |                    |   | 151,057                |            |                  |                                   |

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:  
**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account  
**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.

**2011-12 Economic Impact Aid-Limited English Proficient (EIA-LEP)  
Program Justification Page**

**Directions:** Any item that has not been checked must be deleted from the identified items listed below.

| <i>The items identified below are being purchased to facilitate the compliant implementation of the EIA-LEP Program.</i> |  |
|--|--|
| <b>Funding Source</b>  | <b>Description of Goods/Services to Implement the EL Program</b>   |
| <b>7S536</b>   |  |
| <b>x</b>   | <b>Categorical Program Adviser Differential</b><br>Performs program-related activities outside the regular six-hour work day.                                  |
| <b>x</b>   | <b>English Learner Advisory Committee (ELAC) Expenses</b><br>Funds must be used to support operating expenses including refreshments (not meals) and supplies. |

**EIA-LEP-Supplemental (7N536)  
Budget Justification  
Fiscal Year 2011-2012**

Name of District: Los Angeles Unified School District  
 CDS Code: 1964733 -  
 \_\_\_\_\_  
 Name of School: Arleta High School  
 School CDS Code: 0112045  
 School Contact Person: Dr. Linda Calvo  
 Email Address: Linda.calvo@lausd.net

Date: April 26, 2011  
 2011-12 Allocation: \_\_\_\_\_  
 \$20,922  
 Local District: 2  
 Phone: 818 686-4100  
 Fax: 818-890-4100

**These supplemental funds are intended for direct services only including class-size reduction.**

| Major Object            | Commitment Item | Budget Item | Description of Goods/Services   | Budgeted Amount | FTE | # of days | *Page number from the SPSA |
|-------------------------|-----------------|-------------|---|-----------------|-----|-----------|----------------------------|
| <b>100000</b>           | 110000          |             | <u>Certificated Personnel Salaries (includes benefits)</u>  |                 |     |           |                            |
|                         | 190001          | 13205       | Problem Solving Data Coordinator<br>The Problem-Solving /Data Coordinator will assist with staff training, technical assistance and data collection and management. | 14,516          | .15 |           | 24                         |
|                         | 190004          | 11760       | Problem-Solving/Data Coordinator<br>Differential: Support for professional development, technical assistance and data management outside the school day.            | 222             |     |           | 24                         |
|                         | 190004          | 11316       | <u>District Sponsored Training Rate</u><br>Payments for certificated or classified staff to participate in professional development outside the regular school day. | 5,555           |     |           | 21                         |
|                         | 430009          | 40261       | Pending Distribution  | 172             |     |           |                            |
|                         | 430009          | 40263       | Pending Distribution Furlough   | 248             |     |           |                            |
|                         | 430098          | 40239       | Funding Variance  | 209             |     |           |                            |
| <b>Total Allocation</b> |                 |             |   | <b>20,922</b>   |     |           |                            |

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:  
**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account  
**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.  
 Rev. 12/2010

**EIA-SCE (7S539)  
Budget Justification  
Fiscal Year 2011-2012**

Name of District: Los Angeles Unified School District  
 CDS Code: 1964733 -  
 \_\_\_\_\_  
 Name of School: Arleta High School  
 School CDS Code: 0112045  
 School Contact Person: Dr. Linda Calvo  
 Email Address: Linda.calvo@lausd.net  
 \_\_\_\_\_

Date: April 26, 2011  
 2011-2012 Allocation: \_\_\_\_\_  
 \$14,249  
 Local District: 2  
 Phone: 818 686-4100  
 Fax: 818-890-4100  
 \_\_\_\_\_

| <b>Major Object</b>     | <b>Commitment Item</b> | <b>Budget Item</b> | <b>Description of Goods/Services</b>  | <b>Budgeted Amount</b> | <b>FTE</b> | <b># of days</b> | <b>*Page number from the SPSA</b> |
|-------------------------|------------------------|--------------------|---|------------------------|------------|------------------|-----------------------------------|
| <b>100000</b>           | 110000                 |                    | <u>Certificated Personnel Salaries (includes benefits)</u>  |                        |            |                  |                                   |
|                         | 190004                 | 11316              | <u>District Sponsored Training Rate</u><br>Payments for certificated or classified staff to participate in professional development outside the regular school day. | 14,107                 |            |                  | 21                                |
|                         | 430098                 | 40239              | Funding Variance  | 142                    |            |                  |                                   |
| <b>Total Allocation</b> |                        |                    |   | <b>14,249</b>          |            |                  |                                   |

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**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.  
 Rev. 12/2010

**2011-12 Economic Impact Aid – State Compensatory Education (EIA-SCE)  
Program Justification Page**

Directions: Items funded from the list below must be charged to **indirect services** and should not exceed 5% of the school's allocation.

Any item that has not been checked must be deleted from the identified items listed below.

*The items identified below are being purchased to facilitate the compliant implementation of the Title I/EIA-SCE Program.*

| <b>Funding Source</b><br>7S539 | <b>Description of Indirect Goods/Services</b> |
|--------------------------------|---|
|--------------------------------|---|

\* A school may purchase a total of two (2) positions from the combination of office technician/senior office technician positions. If more than two (2) are purchased, a Single Plan for Student Achievement Update page must be completed to address the office in need of additional support.  
Rev. 12/2010

**EIA-SCE-Supplemental (7N539)  
Budget Justification  
Fiscal Year 2011-2012**

Name of District: Los Angeles Unified School District  
 CDS Code: 1964733 -  
 \_\_\_\_\_  
 Name of School: Arleta High School  
 School CDS Code: 0112045  
 School Contact Person: Dr. Linda Calvo  
 Email Address: Linda.calvo@lausd.net

Date: April 26, 2011  
 2011-12 Allocation: \_\_\_\_\_  
 \$38,862  
 Local District: 2  
 Phone: 818 686-4100  
 Fax: 818-890-4100

**These supplemental funds are intended for direct services only including class-size reduction.**

| Major Object  | Commitment Item | Budget Item | Description of Goods/Services   | Budgeted Amount | FTE | # of days | *Page number from the SPSA |
|---------------|-----------------|-------------|---|-----------------|-----|-----------|----------------------------|
| <b>100000</b> | 110000          |             | <u>Certificated Personnel Salaries (includes benefits)</u>  |                 |     |           |                            |
|               | 110001          | 13187       | Instructional Coach<br>Will support professional development of teaching in instructional practice and lesson study. The coach will model differentiated instruction and provide instructional support through classroom observation, feedback, modeling, coaching and facilitation of professional development. Research based professional development will focus on the needs of English learners. | 26,940          | .30 |           | 22                         |
|               | 110004          | 10246       | <u>Instructional Coach Secondary Differential</u><br>Support for professional development outside the 6 hour school day.  | 491             |     |           | 22                         |
|               | 190001          | 13205       | Problem-Solving/Data Coordinator<br>The Problem-Solving /Data Coordinator will assist with staff training, technical assistance and data collection and management.   | 9,825           | .10 |           | 24                         |
|               | 190004          | 11760       | Problem-Solving/Data Coordinator Differential<br>Support for professional development, technical assistance and data management outside the school day.   | 150             |     |           | 24                         |
|               | 430009          | 40261       | Pending Distribution  | 444             |     |           |                            |

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:  
**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account  
**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.  
 Rev. 12/2010

**EIA-SCE-Supplemental (7N539)  
Budget Justification  
Fiscal Year 2011-2012**

| Major Object            | Commitment Item | <u>Budget Item</u> | <u>Description of Goods/Services</u> | <u>Budgeted Amount</u> | <u>FTE</u> | <u># of days</u> | <u>*Page number from the SPSA</u> |
|-------------------------|-----------------|--------------------|--------------------------------------|------------------------|------------|------------------|-----------------------------------|
|                         | 430009          | 40263              | Pending Distribution Furlough        | 623                    |            |                  |                                   |
|                         | 430098          | 40239              | Funding Variance                     | 389                    |            |                  |                                   |
| <b>Total Allocation</b> |                 |                    |                                      | 38,862                 |            |                  |                                   |

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:  
**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account  
**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.

# *Single Plan for Student Achievement*

## **2011-2012 Updates**

**Purpose:** The following page(s) should be used to describe the need for each new purchase of goods/services or personnel that does not appear in the current school plan but will be funded in 2011-2012.

**Directions:**

A separate page must be used for each new Key Finding. Page 49 can be used as a continuation of page 48, or it can be used to report a new Key Finding. Please remember to place an **X** on page 49 to indicate whether you are continuing the completion of your first Key Finding or beginning a new Key Finding. Only one set of signatures is needed.

If purchasing **Other Books (4210)**, attach the list of proposed supplementary books. Forward the documents to the appropriate local district categorical programs designee who will obtain approval from D. Ernst or M. Campbell.

**Box 1**

Analyze and identify the data (i.e. CST scores, Periodic Assessments, AYP Reports, DSS data, needs assessment/survey, etc.) that will support the school's need (Key Finding).

**Box 2**

Based upon the analyzed data, indicate the subgroup(s) that will benefit from the Proposed Expenditures.

**Box 3**

Check the appropriate action plan that is being updated.

**Box 4**

Determine the Key Finding(s) (based on identified data) and write a short description of the finding.

**Box 5**

Consider what Strategies/Activities and Proposed Expenditures are needed to support the Key Finding(s). List these Strategies/Activities and Proposed Expenditures.

**Box 6**

Indicate the Funding Source(s) and Cost(s) for each of the Proposed Expenditures.

**Box 7**

Write the Means for Evaluating Progress towards Proficiency that will be used to evaluate the effectiveness of the Proposed Expenditures.

**Box 8**

Indicate the position of the person(s) responsible for monitoring the specific Strategies/Activities and Proposed Expenditures and providing progress updates to the School Site Council.

**Obtain** the appropriate signatures on the Assurances Page (Budget Development Only) and attach the action plan page(s).

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:

**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account

**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.

**Insert** a copy of the following page(s) into the front of the *Single Plan for Student Achievement*.

**Submit** the update page(s) with the Assurances and Justifications during the budget development process. Submit the page(s) with the School Signature Form during the regular school year.

**Submit** original update page(s) to the local district for review and approval. The local district will submit the pages to Federal and State Education Programs Branch.

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:

**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account

**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.

Check all that apply:

- Budget Development     Title I, SWP  
 Budget Maintenance     Title I, TAS

## Single Plan for Student Achievement Update

School Arleta High School

Local District 2 School Year 2011-2012

|                     |   |   |   |   |   |   |
|---------------------|---|---|---|---|---|---|
| State Code 19-64733 |   |   |   |   |   |   |
| 0                   | 1 | 1 | 2 | 8 | 4 | 7 |

|   |  |  |                |   |                      |
|---|--|--|----------------|---|----------------------|
| <b>1. Specific data used for Key Finding(s):</b><br><br><input type="checkbox"/> CST Scores <input type="checkbox"/> AMAOs<br><input type="checkbox"/> CELDT Scores <input type="checkbox"/> Periodic Assessments<br><input type="checkbox"/> AMOs <input checked="" type="checkbox"/> Needs Assessments/Survey(s)<br><input checked="" type="checkbox"/> Other _____ | <b>2. Targeted Subgroup(s):</b><br><br><br><br>                    | <b>3. Action Plan(s)</b><br>(Check appropriate action plan(s) as needed.)<br><br><input type="checkbox"/> English/Language Arts <input checked="" type="checkbox"/> History/Social Science<br><input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Graduation Rate<br><input type="checkbox"/> English Language Development <input checked="" type="checkbox"/> Personalization/ College and Career Readiness<br><input checked="" type="checkbox"/> Science <input type="checkbox"/> School, Family, and Community Partnerships |                |   |                      |
| <b>4. Key Finding(s)</b>  | <b>5. Strategies/Activities</b><br>(include Proposed Expenditures) | <b>6. Funding Source(s)</b>  | <b>Cost(s)</b> | <b>7. Means of evaluating progress toward proficiency</b> | <b>8. Monitoring</b> |

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:  
**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account  
**PI** – (Indicate Year) - Program Improvement  
 Attach the page from the SPSA that describes the need for the expenditures.

Check all that apply:

- Budget Development     Title I, SWP  
 Budget Maintenance     Title I, TAS

## Single Plan for Student Achievement Update

School Arleta High School      Local District 2      School Year 2011-2012      School Code \_\_\_\_\_

|                     |   |   |   |   |   |   |
|---------------------|---|---|---|---|---|---|
| State Code 19-64733 |   |   |   |   |   |   |
| 0                   | 1 | 1 | 2 | 8 | 4 | 7 |

|   |   |  |
|---|---|--|
| <b>1. Specific data used for Key Finding(s):</b><br><br><input type="checkbox"/> CST Scores <input type="checkbox"/> AMAOs<br><input type="checkbox"/> CELDT Scores <input type="checkbox"/> Periodic Assessments<br><input type="checkbox"/> AMOs <input checked="" type="checkbox"/> Needs Assessments/Survey(s)<br><input checked="" type="checkbox"/> Other _____ | <b>2. Targeted Subgroup(s):</b><br><br><br> | <b>3. Action Plan(s)</b><br>(Check appropriate action plan(s) as needed.)<br><br><input type="checkbox"/> English/Language Arts <input checked="" type="checkbox"/> History/Social Science<br><input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Graduation Rate<br><input type="checkbox"/> English Language Development <input checked="" type="checkbox"/> Personalization/ College and Career Readiness<br><input checked="" type="checkbox"/> Science <input type="checkbox"/> School, Family, and Community Partnerships |
|---|---|--|

| 4. Key Finding(s)   | 5. Strategies/Activities (include Proposed Expenditures)   | 6. Funding Source(s) | Cost(s)   | 7. Means of evaluating progress toward proficiency                          | 8. Monitoring                    |
|---|--|----------------------|-----------|---|----------------------------------|
| <p>Students lack an awareness of college and university options and a clear understanding of the steps to college admission.</p> <p>Student experiences enhance the access to core content knowledge.</p> | <p>Curricular trips to local colleges and universities including Mission College, Valley College, Pierce College, CSUN, UCLA, and USC will provide students with an awareness of local college and university options.</p> <p>Curricular trips to local museums (the Science Center, Autry Museum, LA Zoo, etc.) enhance access to core content standards.</p> | 7S046                | \$10, 000 | <p>College application rate.</p> <p>Graduation rate.</p> <p>CST scores.</p> | Principal<br>Title I Coordinator |

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:  
**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account  
**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.  
 Rev. 12/2010

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:

**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account

**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.

Rev. 12/2010

Check all that apply:

- Budget Development       Title I, SWP  
 Budget Maintenance       Title I, TAS

## Single Plan for Student Achievement Update Class-Size Reduction (CSR) Teacher

School Arleta High School

Local District 2 School Year 2011-2012

|                     |   |   |   |   |   |   |
|---------------------|---|---|---|---|---|---|
| State Code 19-64733 |   |   |   |   |   |   |
| 0                   | 1 | 1 | 2 | 0 | 4 | 5 |

|  |  |  |                       |  |                             |
|--|--|--|-----------------------|--|-----------------------------|
| <p><b>1. Specific data used for Key Finding(s) which indicate the need to allocate resources to fund a teacher to reduce class size:</b></p> <p><input checked="" type="checkbox"/> CST Scores      <input type="checkbox"/> AMAOs<br/> <input type="checkbox"/> CELDT Scores      <input type="checkbox"/> Needs Assessments/Survey(s)<br/> <input checked="" type="checkbox"/> AMOs      <input type="checkbox"/> Periodic Assessments<br/> <input type="checkbox"/> Other _____</p> | <p><b>2. Targeted Subgroup(s):</b></p>                                     | <p><b>3. Action Plan(s)</b><br/>(Check appropriate action plan(s) as needed.)</p> <p><input checked="" type="checkbox"/> English/Language Arts      <input checked="" type="checkbox"/> English Language Development<br/> <input checked="" type="checkbox"/> Mathematics      <input type="checkbox"/> School Organization and Support Structures<br/> <input type="checkbox"/> Science<br/> <input checked="" type="checkbox"/> History/Social Science</p> |                       |  |                             |
| <p><b>4. Key Finding(s)</b></p>  | <p><b>5. Strategies/Activities</b><br/>(include Proposed Expenditures)</p> | <p><b>6. Funding Source(s)</b></p>   | <p><b>Cost(s)</b></p> | <p><b>7. Means of evaluating progress toward proficiency</b></p> | <p><b>8. Monitoring</b></p> |

\* Indicate the page number **only** for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:  
**U** – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account  
**PI** – (Indicate Year) - Program Improvement  
 Attach the page from the SPSA that describes the need for the expenditures.

Check all that apply:

- Budget Development       Title I, SWP  
 Budget Maintenance       Title I, TAS

## Single Plan for Student Achievement Update Class-Size Reduction (CSR) Teacher

School Arleta High School

Local District 2 School Year 2011-2012

School Code

|                     |   |   |   |   |   |   |
|---------------------|---|---|---|---|---|---|
| State Code 19-64733 |   |   |   |   |   |   |
| 0                   | 1 | 1 | 2 | 0 | 4 | 5 |

|  |   |  |                             |  |  |
|--|---|--|-----------------------------|--|--|
| <p><b>1. Specific data used for Key Finding(s) which indicate the need to allocate resources to fund a teacher to reduce class size:</b></p> <p><input checked="" type="checkbox"/> CST Scores      <input type="checkbox"/> AMAOs<br/> <input type="checkbox"/> CELDT Scores      <input type="checkbox"/> Needs Assessments/Survey(s)<br/> <input checked="" type="checkbox"/> AMOs      <input type="checkbox"/> Periodic Assessments<br/> <input type="checkbox"/> Other _____</p>   | <p><b>2. Targeted Subgroup(s):</b></p>  | <p><b>3. Action Plan(s)</b><br/>(Check appropriate action plan(s) as needed.)</p> <p><input checked="" type="checkbox"/> English/Language Arts      <input checked="" type="checkbox"/> English Language Development<br/> <input checked="" type="checkbox"/> Mathematics      <input type="checkbox"/> School Organization and Support Structures<br/> <input type="checkbox"/> Science<br/> <input checked="" type="checkbox"/> History/Social Science</p> |                             |  |  |
| <b>4. Key Finding(s)</b>   | <b>5. Strategies/Activities (include Proposed Expenditures)</b>   | <b>6. Funding Source(s)</b>  | <b>Cost(s)</b>              | <b>7. Means of evaluating progress toward proficiency</b>  | <b>8. Monitoring</b>                             |
| <p>Students are not achieving proficiency in English, Math and history at sufficient rates. Reduced class size will allow for increased personal attention and differentiation of instruction in order to support student achievement</p>  | <p>Allocate resources to fund 5 teacher positions to reduce class size:<br/>2 in English<br/>1 in Math<br/>2 in History</p> <p>Day to Day substitute will cover the benefitted absence of register-carrying CSR teachers.</p> | <p>7S046</p> <p>7S046</p>  | <p>440,590</p> <p>7,100</p> | <p>Student achievement data will indicate an increase in the percent of students scoring proficient or above on state assessments.</p> | <p>Principal<br/>Title 1 Program<br/>Advisor</p> |
| <p>* Indicate the page number <b>only</b> for the TAS or SWP Single Plan for Student Achievement (SPSA). For other SPSAs, specify the plan that is being referenced with the following:<br/> <b>U</b> – (Indicate Academic Year) - Single Plan for Student Achievement (SPSA) Update; SPSA Update for Class-Size Reduction (CSR) Teacher; SPSA Update/Justification for Equipment; SPSA Update/Justification for Contracted Instructional Services; or SPSA Update for Instructional Material Account<br/> <b>PI</b> – (Indicate Year) – Program Improvement</p> |   |  |                             |  |  |

Attach the page from the SPSA that describes the need for the expenditures.

Check all that apply:

- Budget Development       Title I, SWP  
 Budget Maintenance       Title I, TAS

## Single Plan for Student Achievement Update Class-Size Reduction (CSR) Teacher

School Arleta High School

Local District 2 School Year 2011-2012

School Code

|                     |   |   |   |   |   |   |
|---------------------|---|---|---|---|---|---|
| State Code 19-64733 |   |   |   |   |   |   |
| 0                   | 1 | 1 | 2 | 0 | 4 | 5 |

|  |  |  |                       |  |                             |
|--|--|--|-----------------------|--|-----------------------------|
| <p><b>1. Specific data used for Key Finding(s) which indicate the need to allocate resources to fund a teacher to reduce class size:</b></p> <p><input checked="" type="checkbox"/> CST Scores      <input type="checkbox"/> AMAOs<br/> <input type="checkbox"/> CELDT Scores      <input type="checkbox"/> Needs Assessments/Survey(s)<br/> <input checked="" type="checkbox"/> AMOs      <input type="checkbox"/> Periodic Assessments<br/> <input type="checkbox"/> Other _____</p> | <p><b>2. Targeted Subgroup(s):</b></p>                                     | <p><b>3. Action Plan(s)</b><br/>(Check appropriate action plan(s) as needed.)</p> <p><input checked="" type="checkbox"/> English/Language Arts      <input checked="" type="checkbox"/> English Language Development<br/> <input checked="" type="checkbox"/> Mathematics      <input type="checkbox"/> School Organization and Support Structures<br/> <input type="checkbox"/> Science<br/> <input checked="" type="checkbox"/> History/Social Science</p> |                       |  |                             |
| <p><b>4. Key Finding(s)</b></p>  | <p><b>5. Strategies/Activities</b><br/>(include Proposed Expenditures)</p> | <p><b>6. Funding Source(s)</b></p>   | <p><b>Cost(s)</b></p> | <p><b>7. Means of evaluating progress toward proficiency</b></p> | <p><b>8. Monitoring</b></p> |

**# Funding sources include Title I, EIA-SCE, EIA-LEP, SLI or SB-1133. Schools must indicate the funding source for each CSR teacher position. Title I Targeted Assistance Schools (TAS) must coordinate all services of the programs under School-Based Coordinated Program (SBCP) to purchase this position.**

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**PI** – (Indicate Year) - Program Improvement  
 Attach the page from the SPSA that describes the need for the expenditures.

Check all that apply:

|  |                                       |
|--|---------------------------------------|
| <input checked="" type="checkbox"/> Budget Development | <input type="checkbox"/> Title I, SWP |
| <input type="checkbox"/> Budget Maintenance            | <input type="checkbox"/> Title I, TAS |

## Single Plan for Student Achievement Update/Justification for Equipment Purchased/Leased through Categorical Programs

|                     |   |   |   |   |   |   |
|---------------------|---|---|---|---|---|---|
| State Code 19-64733 |   |   |   |   |   |   |
| 0                   | 1 | 1 | 2 | 8 | 4 | 7 |

School Arleta High School Local District 2 School Year 2011-2012 School Code

**Directions:** Complete this page when funds have been budgeted for equipment which is **\$500 or more per item**. List the need of the equipment based on data and describe how the equipment will be utilized to close the achievement gap for the identified subgroup(s). Identify the funding source(s) as Title I, EIA-SCE, EIA-EDY. **Except for leased equipment**, all items on this page must be added to the school's *Inventory for Equipment Purchased through Categorical Programs*. Refer to Bulletin BUL-3508.2 dated February 16, 2010, for further information. **This page must be attached when submitting a Budget Adjustment Request form or with the Assurances and Justifications.**

| <b>Specific data used for Key Finding(s):</b>   |   | <b>Targeted Subgroup(s):</b>                            | <b>Action Plan(s)</b><br>(Check appropriate action plan(s) as needed.)  |                         |                 |                                 |                   |
|---|---|---|---|-------------------------|-----------------|---------------------------------|-------------------|
| <input checked="" type="checkbox"/> CST Scores <input checked="" type="checkbox"/> AMAOs<br><input type="checkbox"/> CELDT Scores <input type="checkbox"/> Periodic Assessments<br><input type="checkbox"/> AMOs <input type="checkbox"/> Needs Assessments/Survey(s)<br><input type="checkbox"/> Other _____ |   |   | <input checked="" type="checkbox"/> English/Language Arts <input checked="" type="checkbox"/> History/Social Science<br><input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Graduation Rate<br><input type="checkbox"/> English Language Development <input type="checkbox"/> School Organization and Support Structures<br><input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> School, Family, and Community Partnerships |                         |                 |                                 |                   |
| Key Finding(s)  | Describe how the use of the equipment will close the achievement gap for the identified subgroup(s) | Means of evaluating progress toward student proficiency | Position of Person(s) Responsible for Reporting and Monitoring Implementation   | Cost or Amount of Lease | Number of Units | Itemized Equipment (Type/Model) | Funding Source(s) |

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**PI** – (Indicate Year) - Program Improvement  
 Attach the page from the SPSA that describes the need for the expenditures.

|   |  |                              |                |         |   |                       |       |
|---|--|------------------------------|----------------|---------|---|-----------------------|-------|
| <p>Significant number of students are scoring below basic or far below basic on the CSTs and District Periodic Assessments.</p> <p>Achievement data indicate low levels of performance in ELA and math. School personnel need additional pedagogical resources in order to improve teaching and learning.</p> | <p><b>Copies provided by the equipment will supplement the core curriculum, intervention programs, parent workshops and PD activities.</b></p> | <b>Periodic assessments</b>  | Administration | \$750   | 1 | Duplo                 | 7S046 |
|   |  | <b>Student grades</b>        |                | \$780   | 5 | Image Systems 250B    |       |
|   |  | <b>Student work samples</b>  |                | \$600   | 3 | Image IV Systems 180B |       |
|   |  | <b>Classroom assessments</b> |                | \$3,360 | 4 | Image IV Systems 600B |       |
|   |  | <b>CST</b>                   |                |         |   |                       |       |

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**PI** – (Indicate Year) - Program Improvement  
Attach the page from the SPSA that describes the need for the expenditures.  
Rev. 12/2010



|  |   |                     |              |   |   |
|--|---|---------------------|--------------|---|---|
| <p>Evaluation of CST's, AMAO data, student periodic assessments, and academic grades indicate a need for an intervention program. To implement Intervention program and in to incorporate research-based, innovative, academically rigorous strategies to deliver standard-based lessons and hands-on activities, instructional materials must be purchased.</p> | <p><b>IMA</b> – Supplemental instructional materials are needed to supplement the student intervention program. These materials will be used in literacy, ELD, math, social studies, science, and intervention programs to better serve our students: workbooks, ALEKS computer software, hands-on realia and manipulatives, and journals. Intervention teachers and coordinators will analyze student data in order to organize and implement school intervention programs and assist in the selection of supplemental instructional materials for intervention classes.</p> | <p><b>7S536</b></p> | <p>7,556</p> | <p>Student achievement data will indicate an increase in the percent of students scoring proficient or above on <b>CST</b> assessments.</p> | <p>Principal<br/>APs<br/>Title I Coordinator<br/>EL Coordinator</p> |
|--|---|---------------------|--------------|---|---|

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**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.

## ATTACHMENTS

*Directions: Attach materials which include the following:*

### Submit with Plan:

- **SSC Approval of SPSA**
  - Include copies of agenda and minutes verifying approval of the SPSA.
  - Include any written parent comments of dissatisfaction with the SPSA (SWP).
  - Documentation (i.e., agendas, sign-ins, minutes) must remain at school site for five years.
- **SPSA Evaluation**
- **Annual Title I Meeting**  
Evidence of yearly Title I parent meeting. (Agenda and flier)
- **Parents-Right-to-Know Letter** (If applicable)  
Section 1111 of NCLB requires that parents of students attending Title I schools be notified of their right to request and receive timely information on the professional qualifications of their children's classroom teachers. The LAUSD Parent/Student Handbook also contains information on parental rights.
- **School Report Card** (School Experience Survey for Parents) New Schools—insert the Analysis of School Experience Survey for Parents located in the *Resource Guide for Completing the SPSA*.

### Retain at the School:

- **Small Learning Community Plan**
- **GATE Plan**
- **Grants**  
Include plans for any grants received by the school.
- **Safe School Plan**
- **Public School Choice Proposal**

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**PI** – (Indicate Year) - Program Improvement

Attach the page from the SPSA that describes the need for the expenditures.