

**HEMET UNIFIED SCHOOL DISTRICT
2011-12 SINGLE PLAN FOR STUDENT ACHIEVEMENT**

for Hamilton High School

33-67082-0106716

CDS Code

Date of this revision: November 10, 2011

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. It aligns with the district Local Education Agency (LEA) Plan. For additional information on school programs and how you may become involved, please contact the following person:

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School District: Hemet Unified School District

Schoolwide Program (SWP)

Targeted Assistance Program

School Based Coordinated Program (SBCP)

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

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SECTION ONE: DISTRICT

DISTRICT MISSION

The mission of the Hemet Unified School District is to provide a high level, balanced, flexible educational delivery system that produces students who are connected to the next step in their life's journey and who are fully prepared academically and socially to be productive and contributing citizens.

In support of this Mission, we are committed to:

- Managing our resources in an ethical, responsible manner to provide stability and continuity in the delivery of our services.
- Making ourselves accountable to the communities we serve.
- Hiring, training and retaining the very best staff available.
- Organizing ourselves in a manner that clearly identifies responsibility and authority related to outcomes.
- Working cooperatively with our communities, other agencies, and local groups to make education a "team" effort in the HUSD area.
- Being flexible and creative in our approach to creating pathways to success for students.
- Being proactive in anticipating needs and advocating at the local, state, and federal levels for those needs.
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DISTRICT CORE VALUES

1. Provide a data driven, standards based academic program in which students and staff can succeed.
2. All students will improve their achievement in each subject each year.
3. Recruit, train, and retain the very best staff for HUSD.
4. Effective initial instruction is the most powerful tool for achievement.
5. Provide viable alternative pathways for student success.
6. Nutritional and physical well-being supports academic achievement.
7. Non-academic endeavors and activities are necessary to provide a balanced educational experience.
8. The quality of our published works and the state of our facilities reflects how we view ourselves.
9. HUSD is responsible to respond positively and proactively to changes in our community.
10. Resource allocation should fully support Core Values.
11. Provide a safe and secure learning environment.
12. Resources will be used wisely and efficiently.

DISTRICT PROFILE

Hemet Unified School District covers one of the largest geographic areas of any District in California. HUSD covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of 23,476 students. Preschool centers at seven school locations, twelve elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (9-12), one adult education center, an Independent Study Program, (Family Tree Learning Center [K-8], Helen Hunt Jackson [9-12]), Advance Path Academy and a HAAAT Charter High School offer a variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure the development of the basic academic skills. Students also are encouraged to use whatever creative talents they possess. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

Special assistance is given to schools through state and federal funds for such programs as Title I, School Improvement, the Master Plan for Special Education, and English Language Development for Limited English Proficient students, and Gifted and Talented Education.

The District maintains a staff of approximately 1,250 certificated and 985 classified employees, not including substitutes. Salary schedules are competitive with other districts in the area of comparable size. A comprehensive fringe benefit program is offered to the employees of the District. Hemet Unified strives to maintain a 30:1 districtwide student/teacher ratio with K-3 class sizes at 20:1 supported by state and federal funding.

**HEMET UNIFIED SCHOOL DISTRICT
K-12 CORE TEXTBOOKS
2010-11**

Quality and Currency of Textbooks

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/6/09 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below (0% lack textbooks and/or instructional materials in any of the listed areas). The chart below outlines the textbooks adopted and used by Hemet Unified School District.

Adopted Textbooks				
Grade Levels / Title		Publisher	Edition	Adopted
Reading/Language Arts				
K-5	Open Court Reading	SRA/McGraw Hill	2002	5/02
6-8	Holt Literature & Lang Arts	Harcourt Brace	2003	5/02
9-12	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
English Language Development				
K-5	English Now! V 2.0	LitConn, Inc.	2007	12/06
6-12	English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12	High Point	National Geographic	2001	6/05
Mathematics				
K-5	Scott Foresman – Addison Wesley enVisionMath - California	Pearson Scott Foresman	2009	6/08
6-8	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell (Houghton Mifflin)	2008	6/08
6-8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8-12	California Geometry	McDougal Littell	2007	6/08
9-12	Algebra 1	McDougal, Littell	2008	6/08
9-12	Geometry, Concepts and Skills	McDougal Littell	2005	6/08
9-12	Algebra 2	McDougal Littell	2007	6/08
9-12	Integrated Mathematics I & II	McDougal Littell	2002	5/04
9-12	PreCalculus with Limits, 5th Edition	McDougal Littell	2008	6/08

12	Calculus	Addison Wesley	1999	6/99
12	Trigonometry, 6th Edition	Turner, Brooks, Cole	2008	6/08

Adopted Textbooks				
Grade Levels / Title		Publisher	Edition	Adopted
Social Science				
K-5	History-Social Science for California	Pearson, Scott-Foresman	2006	6/07
6	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	6/07
7	History Alive! The Medieval World	Teachers' Curriculum Institute	2005	6/07
8	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	6/07
9	World Geography	McDougal Littell	2006	6/07
9	Health Skills & Wellness – Behavioral Health Science	Prentice Hall	1994/2001	6/07
10	World History, The Modern World	Prentice Hall	2007	6/07
11	US History, Modern America	Prentice Hall	2008	6/07
12	Magruder's American Government / American Govt. 10th E. (AP)	Prentice Hall/Houghton Mifflin	1992/1994	6/07 & 12/06
12	Economics, Principles in Action Economics, 7th Ed.	Prentice Hall/South-Western	2001/2007/2005	6/07 & 12/06
12	Western Civilization	Thomson Learning, Inc.	2006	1/06
Foreign Language				
6-8	Dime! Uno	McDougal Littell	1997	
9-12	Deutsch Aktuell, 1, 2 & 3	Paradigm Publications	1998	7/01
9-12	Bienvenue, French 1	Glencoe	1998	7/00
9-12	A bord, French 2	McDougal Littell	2000	6/00
9-12	En voyage, French 3 & 4	McDougal Littell	2003	6/27
9-12	En español! 1 & 2	McDougal Littell	2003	6/27
9-12	Abriendo Puertas – Antología de Literatura en Español, Tomo I (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas – Antología de Literatura en Español, Tomo II (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas (AP)	McDougal Littell	2003	6/27
Science				
K-5	Harcourt Science California Edition	Harcourt Brace	2001	3/01
6	Earth Science	Holt, Rinehart & Winston	2001	3/01
7	Life Science	Holt, Rinehart & Winston	2001	3/01
8	Physical Science	Holt, Rinehart & Winston	2001	3/01
9	California Earth Science	Prentice Hall	2006	6/08
10-12	California Biology	Prentice Hall	2007	6/08
10-12	Hole's Human Anatomy & Physiology	Glenco McGraw Hill	2009	6/08

10-12	Holt Physics California Edition	Holt	2007	6/08
11-12	Holt Modern Chemistry	Holt	2009	6/08
11-12	Astronomy – Journey to The Cosmic Frontier, 5th Edition	Glenco McGraw Hill	2008	6/08
11-12	Integrated Principles of Zoology	McGraw Hill	2006	1/06
Health				
K-5	Health and Fitness	Harcourt, Inc.	2006	7/05
6-8	Decisions for Health	Holt, Rinehart & Winston	2005	7/05
Visual & Performing Arts				
9-12	Music Appreciation	McGraw Hill	2000	12/01
9-12	Stage Makeup	Watson-Guptill	1999	12/01
9-12	Simply 3D	Micrografx	1998	4/00

Interventions Programs for Reading/Language Arts				
Grade Levels / Title		Publisher	Edition	Adopted
Reading/Language Arts				
4-12	SRA/Reach	SRA/McGraw Hill	2005	5/05
4-12	High Point EI	Hampton-Brown Co.	2001	5/05
4-12	Scholastic Read 180	Scholastic, Inc.	2002	5/05

Advanced Placement (AP) Textbooks				
Grade Levels / Title		Publisher	Edition	Adopted
AP Literature & Composition				
12	Perrine's Literature: Structure, Sound & Sense	Wadsworth Cengage Learning	10th C (2009)	6/09
AP Calculus				
11-12	Calculus of a Single Variable	Houghton Mifflin Company	8th C (2006)	6/09
AP Computer Science & Computer Programming				
11-12	Java Software Solutions	Pearson Education, Inc.	2nd C (2007)	6/09
AP Spanish Language & Literature				
9-12	Abriendo Puertas: Lenguaje	McDougal Littell, Inc.	1st C (2007)	6/09
11-12	Abriendo Puertas: Tomo I	McDougal Littell, Inc.	C (2003)	6/09
11-12	Abriendo Puertas: Tomo II	McDougal Littell, Inc.	C (2003)	6/09
AP U.S. History				
10-12	Out of Many, A History of the American People	Pearson Publisher	5th C (2007)	6/09
AP European History				
10-12	The Western Heritage	Pearson Education LtdPrentice Hall Publisher	9th C (2007)	6/09
AP Art History				
10-12	Stokstad Art History	Prentice Hall Publisher	3rd C (2008)	6/09
AP Biology				
11-12	Biology	Addison Wesley	8th (2008)	6/09
AP & General Environmental Science				
9-12	Environment: The Science Behind the Stories	Pearson/Prentice Hall	C (2008)	6/09

Instructional Materials

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/6/2009 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

11/3/2009

J:\Sharon Callahan\My Documents\SARCS\textbook matrix 09-10.doc

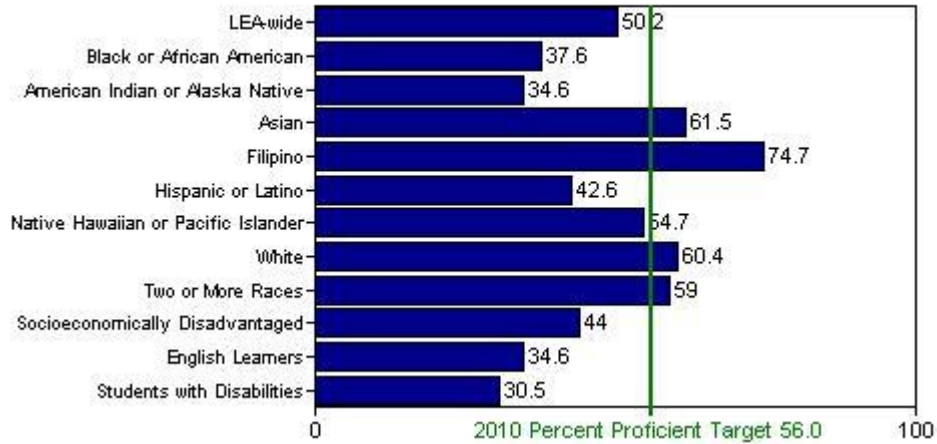
2010-11 Accountability Progress Reporting (APR)



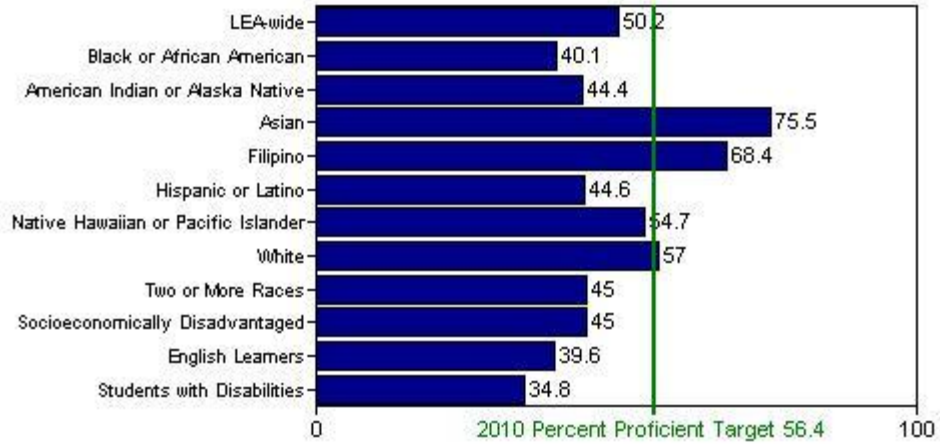
Local Educational Agency (LEA) California Department of Education LEA: Hemet USD
Chart
 2010 Adequate Yearly Progress (AYP) Policy and Evaluation Division LEA Type: Unified
 Chart 3/21/2011 County: Riverside
 CD Code: 33-67082

Made AYP:	No	
Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API - Additional Indicator for AYP	Yes	
Graduation Rate	Yes	

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



LOCAL EDUCATION AGENCY PLAN (LEAP) GOALS

- Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014
- Goal 2: 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
- Goal 3: By 2006-07 all students will be taught by highly qualified teachers
- Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning
- Goal 5: All students will graduate from high school

PROGRAM IMPROVEMENT DISTRICT LEAP ADDENDUM GOALS

- Goal 1: Hemet Unified School District's specific academic student achievement goals align with California's Academic Yearly Progress (AYP), Annual Measurable Objectives (AMO), and Annual Measurable Academic Objectives (AMAO) targets
- Goal 2: Hemet Unified School District provides scientifically based research strategies that strengthen the core academic program in schools served by the district
- Goal 3: Hemet Unified School District has identified actions that have the greatest likelihood of improving the student achievement in meeting state standards
- Goal 4: Hemet Unified School District has implemented a systematic professional development plan based on student data and instructional staff needs
- Goal 5: Specific academic achievement and English language proficiency goals and targets for English learner students is consistent with Hemet Unified School District's Title III Plan
- Goal 6: Hemet Unified School District provides activities before/after/Saturday and summer school opportunities for students
- Goal 7: Hemet Unified School District implements strategies to promote effective parental involvement in the school

The following Single Plan for Student Achievement (SPSA) aligns and supports the Local Education Agency (LEA) Plan.

It is the intent of the district that all newly hired teachers meet No Child Left Behind (NCLB) requirements when teaching in core subject areas. In addition, a plan has been developed by Human Resources to ensure that all current teachers are NCLB compliant. Currently, all paraprofessionals in the district meet NCLB requirements.

It is important to note that individual student academic assessment results are mailed to parents/guardians annually. The mailing includes a district letter describing what is included in the mailing, who to contact if they should have any questions, the child's academic performance on California's Standardized Testing and Reporting (STAR) program, and an information sheet explaining the California Academic Standards. The information is provided in a language the parents understand (English/Spanish) and includes an interpretation of each individual child's academic assessment results.

SECTION TWO: SCHOOL

Hamilton High School's Vision and Mission Statements

Vision

Statement

Hamilton High School will be a positive, respectful, safe, and collaborative learning environment that provides all students with rich and challenging educational opportunities intended to foster an appreciation for learning while preparing them with the skills necessary to lead a productive lives. With co-joined forces of all stakeholders, the process of meeting individual needs and maintaining high expectations of achievement will reflect well on Hamilton via rigorous measures of accountability.

Mission

Statement

In preparation for entry into the workforce and/or continued education, graduates of Hamilton High School will communicate effectively, access information by various means, think critically and problem solve in a timely manner, successfully meet state standards, and will achieve success through efficient organizational and time management skills. The rich educational experience will produce young adults who will become active, fulfilled, and positive contributors to the community.

2010-11 Hamilton High School's Demographic Profile

Racial/Ethnic Category	% of Total Enrollment
African American	0.80%
American Indian or Alaska Native	4.83%
Asian	0.54%
Filipino	0%
Hispanic or Latino	31.37%
Pacific Islander	0.54%
White (Not Hispanic)	61.93%
Two or More Responses	0%

SECTION THREE: STUDENT ACADEMIC ACHIEVEMENT

School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	271	279	261	164	168	153	6	4	1	0	1	2
Growth API	696	723	743	713	731	772						
Base API	713	700	727	725	712	732						
Target	5	5	5	5	5	5						
Growth	-17	23	16	-12	19	40						
Met Target	No	Yes	Yes	No	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	86	89	88	43	46	51	183	205	205	51	42	26
Growth API	665	720	713			670	684	711	731	531		572
Base API	672	680	729			700	681	689	717	578		512
Target	6	6	5				6	6	5	11		
Growth	-7	40	-16				3	22	14	-47		
Met Target	No	Yes	No				No	Yes	Yes	No		

School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	2,933	2,927	2,807
Percent with Prior Year Data	100	100	100
Number in Cohort	2,933	2,926	2,803
Number Met	1,785	1,579	1,488
Percent Met	60.9	54	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency				
	2008-09	2009-10		2010-11	
	All Students	Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	1,527	1,773	1,644	1,747	1,553
Number Met	565	336	750	336	682
Percent Met	37	19	45.6	19	44
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	98	98	98	99	99	99	100	100	100	--	--	100
Number At or Above Proficient	45	45	46	34	28	38	--	--	--	--	--	--
Percent At or Above Proficient	50.6	47.4	48.4	56.7	51.9	62.3	--	--	--	--	--	--
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	97	98	97	100	100	93	98	98	98	100	94	89
Number At or Above Proficient	10	15	7	4	5	1	27	30	32	4	0	--
Percent At or Above Proficient	40.0	42.9	28.0	25.0	31.2	7.7	42.9	47.6	42.1	25.0	0.0	--
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46.0%), (2010=56.8%), (2011=67.6%)

** = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	97	96	99	97	97	100	100	100	100	--	--	100
Number At or Above Proficient	41	42	48	33	20	35	--	--	--	--	--	--
Percent At or Above Proficient	46.6	45.7	50.0	55.9	38.5	56.5	--	--	--	--	--	--
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	Yes	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	97	98	97	100	100	93	98	96	99	100	94	89
Number At or Above Proficient	7	20	9	4	9	6	23	32	36	3	0	--
Percent At or Above Proficient	28.0	57.1	36.0	25.0	56.2	46.2	36.5	51.6	46.8	18.8	0.0	--
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58.0%), (2011=68.5%)

** = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
6												
7												
8												
9			3	25	7	58	2	17				12
10	1	7	6	43	5	36	1	7	1	7		14
11			2	33	3	50	1	17				6
12	2	18	6	55	3	27						11
Total	3	7	17	40	18	42	4	9	1	2		43

HEMET UNIFIED SCHOOL DISTRICT
Fall 2007 ~ Secondary Level Data Summary

Lifetime and Current ATOD Use

During your life did you ever...

- (PI) smoke a whole cigarette?
- chew tobacco or snuff?
- drink alcohol (whole glass)?
- use inhalants?
- (PI) smoke marijuana?

7th Grade						
HUSD					Co.	State
1999	2001	2003	2004	2007	2005	2005
21	14	10	6	8	6	8
5	5	6	2	5	3	3
58	40	29	24	26	23	18
17	13	13	10	13	13	8
17	16	10	9	10	7	8

During the past 30 days, did you...

- (PI) smoke a cigarette?
- chew tobacco or snuff?
- (PI) drink alcohol (glass)?
- use inhalants?
- (PI) smoke marijuana?
- (PI) smoke marijuana on school property?

1999	2001	2003	2004	2007	2005	2005
16	9	6	3	6	4	5
3	2	3	1	3	2	2
31	22	19	14	14	15	12
13	4	6	4	7	6	5
12	8	6	3	6	4	5
N/A	N/A	N/A	N/A	4	2	3

Level of Involvement (High Risk Patterns)

During your life have you ever...

- been very drunk or sick after drinking?
- been high from using drugs?

During the past 30 days, did you...

- drink 5 drinks in a couple of hours?

Have you ever driven after drinking?

- (by respondent or friend) ~

1999	2001	2003	2004	2007	2005	2005
21	15	13	9	11	10	8
18	14	10	6	10	7	7
13	9	19	6	9	5	5
52	51	46	49	54	43	N/A

ATOD Use at School

During your life, have you ever been...

- drunk/high on school property?

During the past 30 days, did you

- smoke cigarettes on school property?

Have you been offered illegal

drugs on school property at least

once in the past year?

1999	2001	2003	2004	2007	2005	2005
12	6	6	3	7	3	5
2	3	5	2	3	2	5
20	19	16	13	15	12	N/A

**HEMET UNIFIED SCHOOL DISTRICT
Fall 2007 ~ Secondary Level Data Summary**

Perceived difficulty of obtaining

alcohol (*very or fairly easy*)
marijuana (*very or fairly easy*)

7th Grade						
HUSD					Co.	State
1999	2001	2003	2004	2007	2005	2005
N/A	N/A	38	31	38	29	N/A
N/A	N/A	24	16	24	16	N/A

Developmental Assets

Percentage of students scoring high in asset in school environment:

- (PI) Caring relationships w/adults @ school
- (PI) High expectations from adults @school
- (PI) Meaningful participation in school
- (PI) Total school assets
- (PI) School Connectedness (Add Health)

1999	2001	2003	2004	2007	2005	2005
N/A	N/A	35	31	30	32	30
N/A	N/A	51	47	54	48	44
N/A	N/A	21	19	13	16	14
N/A	N/A	39	33	31	33	29
N/A	N/A	N/A	N/A	39	41	38

During the past 12 months at school have you...

- been harrassed because of race, gender, ethnicity, sexual orientation, or disability?
- been in a physical fight?
- (PI) afraid of being beaten up?
- did you carry a gun?
- did you carry any other weapon?
- (PI) feels very safe at school
- consider yourself a gang member?

1999	2001	2003	2004	2007	2005	2005
17	28	31	34	39	30	28
39	30	29	29	28	30	32
N/A	N/A	33	33	33	27	28
N/A	N/A	N/A	N/A	7	5	6
N/A	N/A	N/A	N/A	15	11	12
14	20	16	17	20	20	23
11	10	11	12	11	10	10

General Health

- Frequency of sad and hopeless feelings
- Acceptable weight
- Ate breakfast today
- Moved at least once in past year
- Exercised aerobically at least 3 times in the past week
- Ate 5 serving of fruits and

1999	2001	2003	2004	2007	2005	2005
30	28	25	28	32	27	N/A
N/A	N/A	67	68	N/A	60	N/A
N/A	68	68	68	69	63	N/A
45	43	41	46	N/A	N/A	N/A
82	78	75	74	N/A	77	73

vegetables the previous day

30	32	58	56	N/A	57	59
----	----	----	----	-----	----	----

- ~ = 7th graders are asked about being a passenger in a car driven by someone who has been drinking
- (PI) = Performance Indicator required by CDE for Local Education Agency Plans (LEAP)
- N/A = Data not available or question no longer matches previous format

Note: HUSD data has been compared to most currently available aggregate CHKS date for County and State levels.

California Healthy Kids Survey

Summary Findings, Grade 7

PROGRESS

- Tobacco use has declined
- Students report increased levels of talking with adults about substance use and more awareness of non-use messages in the environment at large
- More students are eating breakfast
- Media is being used to promote positive messages

CONCERNS

- Violence/bullying indicators have increased/decline feelings of being safe at school
- Need to connect students to school due to high levels of transience
- Students report higher rates of accessibility to substances than their county and state peers
- Substance use rates in general have not declined
- Mental health issues related to sadness and depression are of concern
- Gang involvement reported by 11% of 7th graders
- 54% of 7th graders reported riding in a car with someone who had been drinking
- Lower levels of empathy reported by HUSD 7th graders than their county and state peers

RECOMMENDATIONS FOR PROGRAM PLANNING

- Character building/empathy-development/Unity Forums needed
- Anti-bullying programs needed
- Secure funding for drug, alcohol, tobacco and violence prevention needed
- Continue with anger management/drug and alcohol support groups
- Both prevention and intervention programs required

**HEMET UNIFIED SCHOOL DISTRICT
Fall 2007 ~ Secondary Level Data Summary**

Lifetime and Current ATOD Use

During your life did you ever...

- (PI) smoke a whole cigarette?
- chew tobacco or snuff?
- drink alcohol (whole glass)?
- use inhalants?
- (PI) smoke marijuana?

9th Grade						
HUSD					Co.	State
1999	2001	2003	2004	2007	2005	2005
34	29	23	22	21	16	16
9	8	6	6	5	5	5
76	63	54	53	45	45	41
19	17	10	14	16	14	10
34	32	29	29	23	21	22

During the past 30 days, did you...

- (PI) smoke a cigarette?
- chew tobacco or snuff?
- (PI) drink alcohol (glass)?
- use inhalants?
- (PI) smoke marijuana?
- (PI) smoke marijuana on school property?

1999	2001	2003	2004	2007	2005	2005
16	11	11	11	9	9	10
6	2	4	2	3	3	3
42	35	32	32	27	28	24
8	4	4	4	5	5	5
19	16	14	16	13	10	13
N/A	N/A	N/A	N/A	6	5	6

Level of Involvement (High Risk Patterns)

During your life have you ever...

- been very drunk or sick after drinking?
- been high from using drugs?

During the past 30 days, did you...

- drink 5 drinks in a couple of hours?

Have you ever driven after drinking?

- (by respondent or friend) ~

1999	2001	2003	2004	2007	2005	2005
40	34	28	31	27	25	21
38	31	26	26	22	19	20
25	20	16	17	15	14	12
35	29	26	28	20	24	N/A

ATOD Use at School

During your life, have you ever been...

- drunk/high on school property?

During the past 30 days, did you

- smoke cigarettes on school property?

- Have you been offered illegal drugs on school property at least once in the past year?

1999	2001	2003	2004	2007	2005	2005
22	15	14	16	14	11	13
8	4	4	5	3	4	5
42	39	35	34	30	28	N/A

HEMET UNIFIED SCHOOL DISTRICT
Fall 2007 ~ Secondary Level Data Summary

Perceived difficulty of obtaining

alcohol (*very or fairly easy*)

marijuana (*very or fairly easy*)

9th Grade						
HUSD					Co.	State
1999	2001	2003	2004	2007	2005	2005
76	70	64	64	66	58	N/A
68	61	57	57	55	48	N/A

Developmental Assets

Percentage of students scoring high in asset in school environment:

- (PI) Caring relationships w/adults @ school
- (PI) High expectations from adults @school
- (PI) Meaningful participation in school
- (PI) Total school assets
- (PI) School Connectedness (Add Health)

1999	2001	2003	2004	2007	2005	2005
N/A	N/A	29	22	27	25	24
N/A	N/A	34	39	46	37	34
N/A	N/A	11	13	14	13	12
N/A	N/A	22	27	28	25	23
N/A	N/A	N/A	N/A	41	33	31

During the past 12 months at school have you...

- been harrassed because of race, gender, ethnicity, sexual orientation, or disability?
- been in a physical fight?
- (PI) afraid of being beaten up?
- did you carry a gun?
- did you carry any other weapon?
- (PI) feels very safe at school
- consider yourself a gang member?

1999	2001	2003	2004	2007	2005	2005
28	30	32	34	34	28	25
26	24	27	25	23	28	25
N/A	N/A	27	29	26	23	19
N/A	N/A	N/A	N/A	5	6	5
N/A	N/A	N/A	N/A	11	14	14
9	19	10	10	12	15	16
10	10	11	14	8	9	10

General Health

- Frequency of sad and hopeless feelings
- Acceptable weight
- Ate breakfast today
- Moved at least once in past year
- Exercised aerobically at least 3 times in the past week
- Ate 5 serving of fruits and

1999	2001	2003	2004	2007	2005	2005
31	35	32	35	34	33	N/A
N/A	N/A	73	68	N/A	66	N/A
N/A	61	58	59	60	54	N/A
36	38	37	40	N/A	N/A	N/A
81	76	78	75	N/A	75	72

vegetables the previous day

22	27	47	43	N/A	48	50
----	----	----	----	-----	----	----

(PI) = Performance Indicator required by CDE for Local Education Agency Plans (LEAP)

N/A = Data not available or question no longer matches previous format

Note: HUSD data has been compared to most currently available aggregate CHKS date for County and State levels.

HEMET UNIFIED SCHOOL DISTRICT
Fall 2007 ~ Secondary Level Data Summary

Lifetime and Current ATOD Use

During your life did you ever...

- (PI) smoke a whole cigarette?
- chew tobacco or snuff?
- drink alcohol (whole glass)?
- use inhalants?
- (PI) smoke marijuana?

11th Grade						
HUSD					Co.	State
1999	2001	2003	2004	2007	2005	2005
43	42	33	29	34	26	28
14	15	12	10	12	8	8
83	75	72	70	72	62	62
18	22	13	12	18	12	10
47	45	47	43	43	33	38

During the past 30 days, did you...

- (PI) smoke a cigarette?
- chew tobacco or snuff?
- (PI) drink alcohol (glass)?
- use inhalants?
- (PI) smoke marijuana?
- (PI) smoke marijuana on school property?

1999	2001	2003	2004	2007	2005	2005
20	18	14	12	17	14	15
4	6	4	4	6	3	3
46	45	45	38	44	38	36
6	4	3	2	5	3	4
24	24	21	18	22	14	19
N/A	N/A	N/A	N/A	7	5	6

Level of Involvement (High Risk Patterns)

During your life have you ever...

- been very drunk or sick after drinking?
- been high from using drugs?

During the past 30 days, did you...

- drink 5 drinks in a couple of hours?

Have you ever driven after drinking?

- (by respondent or friend) ~

1999	2001	2003	2004	2007	2005	2005
51	53	48	44	51	39	40
46	45	44	38	40	29	36
33	32	32	25	29	21	21
45	41	38	33	24	31	N/A

ATOD Use at School

During your life, have you ever been...

- drunk/high on school property?

During the past 30 days, did you

- smoke cigarettes on school property?

- Have you been offered illegal drugs on school property at least once in the past year?

1999	2001	2003	2004	2007	2005	2005
27	27	26	23	27	18	23
8	7	5	4	4	4	6
47	44	45	40	42	35	N/A

HEMET UNIFIED SCHOOL DISTRICT
Fall 2007 ~ Secondary Level Data Summary

Perceived difficulty of obtaining

alcohol (*very or fairly easy*)
 marijuana (*very or fairly easy*)

11th Grade						
HUSD					Co.	State
1999	2001	2003	2004	2007	2005	2005
86	82	79	81	74	75	N/A
81	77	76	76	70	69	N/A

Developmental Assets

Percentage of students scoring high in asset in school environment:

- (PI) Caring relationships w/adults @ school
- (PI) High expectations from adults @school
- (PI) Meaningful participation in school
- (PI) Total school assets
- (PI) School Connectedness (Add Health)

1999	2001	2003	2004	2007	2005	2005
N/A	N/A	34	37	33	33	33
N/A	N/A	42	45	46	40	40
N/A	N/A	17	16	14	16	13
N/A	N/A	32	33	30	30	29
N/A	N/A	N/A	N/A	44	34	31

During the past 12 months at school have you...

- been harrassed because of race, gender, ethnicity, sexual orientation, or disability?
- been in a physical fight?
- (PI) afraid of being beaten up?
- did you carry a gun?
- did you carry any other weapon?
- (PI) feels very safe at school
- consider yourself a gang member?

1999	2001	2003	2004	2007	2005	2005
22	29	29	28	29	26	25
16	17	19	20	21	20	20
N/A	N/A	18	17	17	15	14
N/A	N/A	N/A	N/A	4	4	4
N/A	N/A	N/A	N/A	10	11	12
15	25	14	10	12	14	13
10	8	11	10	9	8	9

General Health

- Frequency of sad and hopeless feelings
- Acceptable weight
- Ate breakfast today
- Moved at least once in past year
- Exercised aerobically at least 3 times in the past week
- Ate 5 serving of fruits and

1999	2001	2003	2004	2007	2005	2005
32	36	35	37	36	36	N/A
N/A	N/A	71	73	N/A	69	N/A
N/A	52	52	52	54	52	N/A
31	23	31	31	N/A		N/A
65	61	64	61	N/A	62	59

vegetables the previous day

24	27	43	38	N/A	43	47
----	----	----	----	-----	----	----

(PI) = Performance Indicator required by CDE for Local Education Agency Plans (LEAP)

N/A = Data not available or question no longer matches previous format

Note: HUSD data has been compared to most currently available aggregate CHKS date for County and State levels.

California Healthy Kids Survey

Summary Findings, Grade 9 and 11

PROGRESS

- Understanding of dangers of alcohol, tobacco and other drugs has increased
- Knowledge about physical bullying has increased
- Increase in eating breakfast, fruits and vegetables and general health behaviors
- Percentages of students reporting being offered drugs at school has decreased
- District has an effective tobacco use prevention education program; rates of smoking on campus have decreased

CONCERNS

- Use of substances in general exceed county and state peers; concerns include non-prescribed use of prescription drugs, alcohol use rates, psychedelics, driving under the influence
- More need to listen to student concerns both at school and in the community
- Depression among students
- Variation in developmental assets levels by ethnicity
- Rates of students who do not feel safe on campus
- Refusal skills seem lacking
- Occupational skill training needed
- Lack of motivation to succeed at school among some students results in disengagement, and dropping out of school.
- Need more information about cyber-bullying

RECOMMENDATIONS FOR PROGRAM PLANNING

- Social skills/coping skills needed throughout high school grade levels
- Involve students in program planning to impact areas of concern
- Wide variety of alternative educational options (including vocational education and “school within a school”) options needed for at-risk students
- Continue prevention education into upper high school grade levels; students in grades 10-12 are in need of substance abuse prevention education (currently ends after grade 9). Substance use rates accelerated among 11th graders.
- Focus of substance abuse education should be on most commonly abused substances: tobacco, alcohol, marijuana, over-the-counter medicines and prescription drug abuse.
- Parent education to involve families in prevention education
- Collaboration with community needed to reduce access to substances and lower relative age of onset of first use.
- Activities and programs that promote mutual respect on campus and enhance school safety.

LOCAL MEASURES OF STUDENT PERFORMANCE

District Benchmarks Summary

Hamilton High School department of Mathematics and English Language Arts has aligned with the district wide pacing guides yet, has provided much needed flexibility as determined appropriate by the results of benchmark examinations administered in the fall of 2010. Benchmark results are scanned into the student assessment database, Data Director, and the data is carefully analyzed and recommendations are made relative to instructional adjustments, pacing and focus of the curricular delivery. Planned formative assessments designed to measure effectiveness with individual students on identified areas of deficiency. The data analysis dialogue is conducted in semi-monthly PLCs and individual attainment of standards is a topical focus along with identified intervention strategies. In the fall of 2011, we will utilize the MAP program along with the Intel Assess feature to determine alignment with expectations of academic performance and continue to respond to the data analysis through the core area PLC setting.

The ELA comparative benchmark results are as follows:

English 9 students at Hamilton scored an average of 63.16% vs the district average of 65.11% on the exam administered in the fall of 2010. This represents an increase in both school and district performance as compared to the same benchmark exam one year previous. The standards #1.1.1, 1.1.2, 3.3.3, and 3.3.6 were areas of specific strength as demonstrated by the exam results. An area of concern was noted in standard 3.3.2 as reflected in the low assessment scores in questions related to the specific standard. (80 students were tested)

English 10 students at Hamilton scored an average of 67.92% vs the district average of 59.83% on the benchmark exam administered in fall of 2010. This reflected an increase in school performance while the district performance percentage dropped. Areas of particular strength as demonstrated through exam results were 1.1.4, 1.1.9, and 3.3.8. A concern was identified given the poor exam performance on standard 2.2.8. (90 students were tested)

English 11 students at Hamilton scored an average of 61.86% vs the district average of 56.75% on the benchmark exam administered in fall of 2010. These percentages reflect an increase in both school and district performance levels. Areas of strength as demonstrated through the exam results were 1.1.1, 1.1.4, and 2.2.3. The assessment area of "conventions" was notably high. (77 students were tested)

The Math comparative benchmark results are as follows:

Algebra 1 students scored an average 50.98% vs the district average of 57.59% on the benchmark exam administered in the fall of the 2010 school year. This represents an increase in both school and district performance as compared to the same benchmark exam one year previous. There was no evidence of outstanding strength of achievement among the math standards covered to date. (128 students were tested)

Geometry students scored an average 56.08% vs the district average of 59.24% on the benchmark exam administered in the fall of the 2010 school year. The school percentage reflected a drop in performance as compared to one year previous while the district performance percentage increased over the same time span. The area of identified strength was seen in standard 15.0 (53 students were tested)

Geometry Skills students scored an average 56.03% vs the district average of 43.23% on the benchmark exam administered in the fall of the 2010 school year. This reflected an increase in school performance

while the district performance percentage dropped. (30 students were tested)

Algebra II students scored an average 63.97% vs the district average of 64.45% on the benchmark exam administered in the fall of the 2010 school year. These percentages reflect an increase in both school and district performance levels. Strengths were realized in standards 5.0 and 14.0 (29 students were tested)

The Social Science department has made minor progress on pacing guides and benchmark examinations due to focus on ELA and Math efforts to improve achievement levels. We are looking forward to taking the next step in the 2011-12 school year relative to the Social Science curricular alignment and implementation of the MAP program exams in effort to improve student achievement.

The Science department will begin the process to align with district pacing guides and administer MAP using Intel Assess as a item bank aligned with the current adopted instructional materials.

School Formative Assessments Summary

{rCA_Hemet_LMSP_ScFormAssSumm}

ACADEMIC PROGRAM SURVEY (APS) RESULTS

School and Student Performance Data Summary

Conclusions Indicated by the Data:

All district schools met their required test participation rate. Our district met 38 of 42 of the federal accountability AYP criteria. In the area of English/language arts, the proficiency criteria for Students with Disabilities and Graduation Rate were not met. Subgroups not meeting targets include English Learners and Students with Disabilities in the areas of ELA & Math.

- What does the data say about your school?

Strengths:

As a "School-wide" subgroup, 47% of 10th grade census achieved at the proficient or advanced level in English Language Arts CAHSEE administration which falls short of the 2011 Annual Measurable Objective (AMO) target.

In the area of Mathematics, the "School-wide" subgroup recorded a 48% proficient or advanced level mark which too falls short of the percentage needed to meet the AMO goal in mathematics.

Needs:

In addition to the School-wide subgroup that fell short of the AMO targets, other significant subgroups that also did not meet the goal were: Students with Disabilities, Economically Disadvantaged, and English Learners. Continued efforts to intervene with these subgroups, although relatively small in number, need to continue.

- Our schoolwide and/or subgroups which did not make their AMO/AMAO were:
Students with Disabilities did not attain proficient levels in either ELA or Math posting percentages of 16.7 and 13 respectively. The English Learner subgroup did not reach the math target with a 25% proficient rate; however, the ELA proficient level rating increased to 33.37.
- Our school subgroup "watch list" includes:
Our "watch list" will continue to be Students with Disabilities and English Learners Hispanic subgroup, all students in mathematics, as well as those students who have taken, yet still need to pass both components of the CAHSEE.
- Conclusions from Parent, Teacher and Student Surveys:

Strengths:

Hamilton surveys indicate a high level of trust and open communication between the school and students, parents, and staff. Opportunities to get involved are numerous and most respondents indicate they feel welcomed and valued. Students generally feel connected, safe, and supported at school.

Needs:

Additional programs to meet the needs of advanced learners and gifted students is an area of need as well as programs in support of vocational paths.

**SECTION FOUR: SUPPORT FOR ENGLISH LANGUAGE LEARNERS &
STUDENTS WITH DISABILITIES**

Support for English Language Learners

Program Options

Option 1: Structured English Immersion

English Learners will have equal access to the core curriculum using State and District adopted standards-based materials and differentiated instructional techniques. Intensive English Language Development (ELD) for 30 minutes per day is strongly emphasized. Students receive access to core content areas through Specially Designed Academic Instruction in English (SDAIE). Instruction must be provided overwhelmingly in English. Primary language support may be used based on the student's linguistic needs. Students placed in this program are scoring at levels 1-3 on the CELDT and are considered to have "less than reasonable fluency in English".

- **Elementary K-5**

ELD services are provided for a minimum of 30 minutes per day by an authorized teacher in the classroom. Students receive instruction in all of the core academic areas overwhelmingly in English. Primary language assistance may be provided for the core curriculum based on students' needs. Students in grades four and five will also have core content delivered through Specially Designed Academic Instruction in English (SDAIE).

- **Secondary 6-12**

ELD Services are provided by an authorized teacher during one period in the student's daily schedule. English Learners receive instruction in the core content areas through Specially Designed Academic Instruction in English (SDAIE). Primary Language support may be provided based on student's linguistic needs.

Option 2: English Language Mainstream

English Learners will have equal access to the core curriculum using State and District adopted standards-based instructional materials and differentiated instructional techniques. Instruction is entirely in English. English Language Development will be provided for 30 minutes per day. Students placed in this program are scoring at levels 4-5 on the CELDT and are considered to have "reasonable fluency in English".

- **Elementary K-5**

ELD services are provided for a minimum of 30 minutes per day by an authorized teacher in the classroom. Students receive instruction in English in core content areas. Appropriate instructional strategies are provided to work toward attaining redesignation as Fluent English Proficient.

- **Secondary 6-12**

At both the middle and high schools, the students will be placed in core academic classes and will receive instruction in English. ELD services will be provided for one period in the student's daily schedule. Appropriate instruction is provided to work toward attaining redesignation as Fluent English Proficient.

Support for Students with Disabilities

Collaborative Service Delivery Model

According to Section 52860 of the Education Code, a school may coordinate special education services and regular education services provided the coordination of such services are detailed in the Single Plan for Student Achievement. If a school is utilizing a collaborative model then the responsibilities of the personnel involved must include the following:

The School Site Council at Hamilton High School with input from parents, teachers, and students (if secondary) have approved utilizing a collaborative service delivery model which includes all students

- **Content and Performance Standards**

- Instruction within the collaborative service delivery model will reflect content and performance standards and will ensure access to the core curriculum for all students.

- **Assessment Strategies**

- Students will be assessed utilizing formative assessments selected from the core curriculum and summative STAR assessments as identified in the student's IEP. Students will be grouped for instructional purpose according to their assessed performance.
- Core/intervention curriculum embedded assessments along with district benchmarks will be utilized to monitor student progress toward meeting content and performance standards and IEP goals.

- **Instructional Strategies**

- Following assessment, students will receive reading/mathematics instruction at their level. A variety of service delivery models will include whole and small group instruction, learning center assistance, and a variety of instructional strategies (Direct Instruction, Cooperative Learning, Peer Tutoring, Guided and Buddy Reading, etc.).
- If a regular education teacher is working with identified students they must be knowledgeable of the students IEP.
- A special education teacher may work with both unidentified students and students with exceptional needs, who have an IEP, as long as the unidentified students do not exceed fifty percent of the students in the group or classroom.
- Collaborative teamwork and planning time occurs at the regularly scheduled grade/department level Professional Learning Communities (PLC) meetings held at each site. Included in these meetings is written documentation of student support and on-going monitoring of student progress.

- **Instructional Materials**

- All specific instruction materials as identified in the student's IEP will be accessible in the Collaborative Services Delivery Model.

- **Progress Reports/Grading**

- A student's case carrier will complete special education progress reports in collaboration with the student's general education teachers.
- Collaborating special education and general education teachers will confer regarding district progress and grade reports.

SECTION FIVE: SCHOOL SITE GOALS AND ACTION STEPS

GOALS

By 2013-2014, 100% of the students at Hamilton High School will perform at the proficient or advanced level as measured by the California Standards Test in both English/language arts and mathematics.

ANNUAL MEASURABLE OBJECTIVES:

Year	ES/MS - E/LA	ES/MS - Math	HS - E/LA	HS - Math
2007-2008	35.2%	37%	33.4%	32.2%
2008-2009	46%	47.5%	44.5%	43.5%
2009-2010	56.8%	58%	55.6%	54.8%
2010-2011	67.6%	68.5%	66.7%	66.1%
2012-2013	89.2%	89.5%	88.9%	88.7%
2013-2014	100%	100%	100%	100%

English/Language Arts

Current % Proficient or Advanced:	% Needed to Meet Next Goal:	Equates to Number of Students Needed to Meet Next Goal:	Evaluation: 2010-11 % Proficient/Advanced GOALS MET?
48.4% Schoolwide	%		No
--% African American	%		--
--% Asian	%		--
28.0% Hispanic	%		--
62.3% White	%		--
42.1% Socioeconomically Disadvantaged	%		--
7.7% English Learners	%		--
--% Students with Disabilities	%		--

Mathematics

Current % Proficient or Advanced:	% Needed to Meet Next Goal:	Equates to Number of Students Needed to Meet Next Goal:	Evaluation: 2010-11 % Proficient/Advanced GOALS MET?
50.0% Schoolwide	%		No
--% African American	%		--
--% Asian	%		--
36.0% Hispanic	%		--
56.5% White	%		--
46.8% Socioeconomically Disadvantaged	%		--
46.2% English Learners	%		--
--% Students with Disabilities	%		--

- The School Site Council and leadership team will identify individual students and develop intervention strategies for the school based on student need.
- **EVALUATION:**
Each fall, the School Site Council and leadership team will evaluate progress toward meeting the goals and make adjustments to the Single Plan for Student Achievement as needed to ensure goals are met.

Each October, this information page is to be forwarded to the Director of State and Federal Programs along with SSC minutes indicating discussion and, if needed, a plan to remedy.

PROGRAM IMPROVEMENT SCHOOLS

(Insert Plan If Applicable)

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the California English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, students with disabilities, and homeless. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1 for Improving Student Achievement in Language Arts:

All students will meet or exceed the current AMOs for English/Language Arts as measured by the CST in E/LA

Student groups and grade levels participating in this goal:

All students K-12th grade including English learners, gifted and talented education, homeless, and students with disabilities

Performance gains expected for these students:

- All students scoring below the proficient level on the CST in E/LA will improve by at least one performance level and all proficient/advanced students will continue to achieve at high levels of performance
- All English learners will improve at least one CELDT level

Means of evaluating progress toward this goal:

District benchmarks and site curriculum-embedded assessments

Group data needed to measure academic gains:

California Standards Test in English/Language Arts, CAHSEE, CELDT, CMA, and CAPA (as determined by IEP)

Description of Specific "Scientifically Research Based" Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<p>EPC 1.0 - Instructional Program: <i>1.1: K-12 SBE adopted core English/language arts program for every student used daily and appropriately</i> <i>1.2: K-12 SBE adopted English/language arts intervention program for every participating student used daily and appropriate</i></p> <ul style="list-style-type: none"> • Core materials...•Holt adoption inclusive of ancillary support and approved supplementary materials. 	Aug 11-June 12	Site/district Administration		District funded
<ul style="list-style-type: none"> •Upgrade and maintain technology hardware, software, peripherals and license/contracts in support of the acquisition of ELA standards. 	Aug 11-June 12	Site administration	\$2400 \$2000	EIA/SCE Title 1

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Intervention materials...•Read 180 program and associated components and tech support, Measuring Up CAHSEE review materials, Ware Group A+ computer program, instructional supplies and materials to assist students who have not maintained pace with the ELA AMOs. English Language Development materials...•High Point, English Now, supplemental materials and instructional supplies to be utilized in core and EL courses to assist EL students who have not maintained pace with the ELA AMOs. Monitoring schedule...•Adherence to curricular pacing schedules and use of district MAP assessments. <p>•Follow up with assessment data analysis and response as determined appropriate in PLC format and settings.</p> <p>•Provide substitutes and release time for teacher collaboration and to attend relevant professional development programs, SST, IEP, and 504 meetings.</p>	Aug 11-June 12	Site Admin.	\$3000	Title 1
	Aug 11-June 12	Site Admin, Dist. EL Coordinator	\$900	EIA/SCE
	Aug 11-June 12	Site Admin	\$900	EIA/SCE
<p>EPC 2.0 – Instructional Time K-8: Student Access to Standards Aligned Core: 9-12:</p> <p><i>2.1: Daily, uninterrupted instructional time for English/language arts K 60 mins, 1-3 2.5 hrs, 4-6 2 hrs, 7-8 1.2 hrs</i></p> <p><i>2.1: (9-12) Master schedule and pacing guides reflect effective ELA instructional time for intensive and strategic learners with extended periods</i></p> <p><i>2.2: K-8 Daily additional instructional time for English/language arts provided for students taking intervention E/LA programs K 60 mins, 1-6 30-45 mins, 7-8 2-3 hrs</i></p> <ul style="list-style-type: none"> Class/master schedule...•Intensive and strategic students in grades 9 and 10 will be enrolled in appropriate support/intervention class dependent upon individually identified need and placement criteria in addition to a general SBE adopted core course. <p>•High Point curriculum will be delivered to strategic, EL, and Special Needs students on an identified need basis.</p> <p>•All students will receive instruction utilizing scientifically research-based instructional strategies such as Direct Interactive Instruction (DII), and Specially Designed Academic Instruction in English (SDAIE).</p>	Aug 11-June 12	Site Admin, Counselor		

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> •Students in grades 11 and 12 who have yet to pass the ELA portion of the CAHSEE and in danger of not graduating will be placed in CAHSEE intervention/preparation programs utilizing the Measuring Up and A+ curriculum along with access to individual tutorial services •Gifted and Talented Education (GATE) students, if applicable per identification, will be placed in Advanced Placement (AP) or Honors (H) classes in an effort to provide them with an enriched and broadened exposure to the content standards. •Students with disabilities, including those with IEPs, 504 plans, or SST plans, will be afforded access to all courses in the master schedule as determined appropriate by the IEP or 504/SST team. •EL students will be placed in either a mainstream ELA class or in an EL sheltered class or both dependent upon their current CELDT results and individual need. • Additional intervention time...•CAHSEE intervention/prep classes will be offered during the school day and before or after school to students who are in danger of not graduating due to not passing the ELA portion of the exit exam. These are open to all students regardless of the subgroup or special population. Access provided to the Compass Learning Odyssey program to be offered within and outside of the school day for the purpose of supporting acquisition of essential skills needed to pass the CAHSEE. • English Language Development time...•Provide support to EL students via access to High Point, READ 180 and English Now interventions in addition to the Odyssey program prescribed following the MAP administration(s). • Monitoring schedule...•Continue to analyze CAHSEE, STAR, MAP, and CELDT results and respond to areas of identified need via collaborative teams in a Data Team setting to generate SMART goals as appropriate. 	<p>Aug 11-June 12</p> <p>Aug 11-June 12</p> <p>Aug 11-June 12</p> <p>Aug 11-June 12</p> <p>Aug 11-June 12</p> <p>Aug 11-June 12</p> <p>Aug 11-June 12</p> <p>Aug 11-June 12</p>	<p>CAHSEE Coordinator, Site Admin, Counselor</p> <p>Site Admin., Counselor, AP Coordinator</p> <p>Site Admin, Counselor, EL Coordinator</p> <p>Site Admin, Counselor</p> <p>Site Admin, Counselor</p> <p>Site Admin, EL Coordinator</p> <p>Site Admin., Dept. Chairs, Data Coordinator</p>		
<p>Improvement of Instructional Strategies: <i>Continue to support EPC by focusing on the following strategies:</i></p>				

Description of Specific "Scientifically Research Based" Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Direct instruction...•Continue to provide ELA teachers with guidance and feedback related to Direct Interactive Instruction and Differentiated Instruction through Universal Design strategies through professional development activities, lesson observations/review, and district ELA coach support. •Provide release time and substitutes for peer observations both on and off of campus. •Instructional supplies and materials needed to implement Direct Interactive Instruction and Differentiated Instruction through Universal Design strategies. Step Up to Writing...•Provide materials and supplies needed to deliver the Step Up to Writing curriculum. •District ELA coach to assist teachers through professional development and collaborative feedback. Library (SLIBG required)... Differentiations (GATE, etc.)...•Provide Advanced Placement (AP) and Honors (H) level courses to enrich and broaden learning experiences. •Professional development focused on SDAIE, Direct Interactive Instruction, & AVID strategies. 	Aug 11-June 12	Site and District Administration, DSST personnel, District Professional Development Staff	TBD	Centralized Services
	Aug 11-June 12	Site Admin.	\$600	EIA/SCE
	Aug 11-June 12	Site & District Admin, Professional Development Staff	\$500	Title 1
	Aug 11-June 12	Site Admin.		
	Aug 11-June 12	Site Admin., Counselor		
	Aug 11-June 12	Site Admin.		
<p>Extended Learning Time: S.A.F.E. After-School Program Before/after, Saturday school intervention classes:</p> <ul style="list-style-type: none"> •CAHSEE tutorial expenses •Link Crew activities and expenses •Instructional supplies and materials •Photocopy expenses •Native American tutorial services <p>6th period assignments for English/Language Arts</p>	Aug 11-June 12	Site Admin.	\$600	Title 1
	Aug 11-June 12	Native American Services Coordinator	\$2200	Indian Ed Grant.
<p>EPC 3.0 & 4.0 - Professional Development: 3.1: District provided Principal Leadership Training for English Language Arts(List date completed or scheduled) 4.1: Fully credentialed teachers in English/Language Arts(per HR) 4.2: District provides teachers professional development in:</p> <ul style="list-style-type: none"> AB 430 (Administration)...AB 430 (Administration completed) New or untrained future Hamilton administrator(s) will be registered to participate as opportunities are available. 	<p>Dates trained Administration April 2007 Dates trained Teachers August 2006</p>	<p>Administration Need training: 0 Teachers Need training: 0</p>		

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> SB472 (Teachers)...•Professional development focused on Holt core curriculum delivery and use of supplemental ancillary materials. •Teachers to attend AB2913 training as update opportunities are offered. <p>GATE conferences, certification training and registration and related expenses.</p> <p>Counselor UC and CSU conferences inclusive of registration fees, dues, membership fees, and related expenses.</p>	Aug 11-June 12	Site Administration and Professional Development staff		T Centralized Services
	Aug 11-June 12	Site Administration and GATE coordinator		
	Aug 11-June 12	Site Administration, Office Manager, Counselor	\$450	Title 1
<p>EPC 5.0 - Student Achievement Monitoring System: <i>5.1: District electronic monitoring system</i></p> <ul style="list-style-type: none"> Data Director...•Teachers and administrators will utilize Data Director to collect and configure student academic performance data for analysis and response. •Support from District ELA coaches will be tapped to assist in the formation of an appropriate site response plan. <p>Release time for teachers to collaborate on MAP process and administration, Intel Assess assessment formulation and revision tasks.</p> <p>Allocation to cover Advanced Placement fee portion formerly provided through the reimbursement protocol to FARL (SED) students</p> <ul style="list-style-type: none"> Monitoring...•Ongoing monitoring of student progress toward mastery of ELA content standards using Data Director <p>Analysis of benchmark, CST, and local assessment measures to be accomplished through PLC meetings.</p>	Aug 11-June 12	Site and District Administrative Team, Teachers, District Coaches		District Funded (Centralized Services)
	Aug 11-June 12	Site Administrator and Ed. Services staff	\$500	Title 1
	June 2012	Site Administration	\$689	Title 1
	Aug 11-June 12	Site Admin., ELA Dept. Chair, Site and District Data Coordinator		
	Aug 11-June 12	Site Administrator and ELA Dept. Chair		
<p>EPC 6.0 - Ongoing Instructional Assistance and Support <i>6.1: Instructional assistance and support for English/language arts adoptions provided through District/school coaches/content experts</i></p> <ul style="list-style-type: none"> Coaches (as available)...•Consultation and training from coaches both inside and outside of HUSD will be utilized to train teachers and administrative staff on effective instructional strategies related to improving student academic performance. 	Aug 11-June 12	Site and District Administrative team Dist. Prof. Dev. Staff and Academic coaches		District Funded (Title 1 Centralized Services)
<p>EPC 7.0 - Monthly Collaboration by Grade Level/Department Teachers: <i>7.1: District by HTA contract provides 2 hours per month for meetings</i> (Describe site use of contracted meetings and other opportunities for collaboration including subs for during the school day)</p>				

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Collaboration before/after school...•Teachers will meet twice per month in Professional Learning Communities (Data Teams) for the purpose of data analysis and development of subsequent action response plan. This time is not used exclusively for data analysis but also for dialogue and collaboration on student achievement and related instructional issues. •Hamilton will continue to host ELA MS/HS articulation meetings with feeder schools to facilitate relevant dialogue on common issues surrounding student success and support. •Collaboration during school...•Substitutes will be provided for teachers to collaborate both intra- and inter-school on ELA instructional issues/topics. •Substitute coverage will also be provided to permit teachers to attend IEP, 504, and SST meetings as contributing team members. 	Aug 11-June 12	Site Administration, ELA Dept. Chair, Site Data Coordinator		
	Aug 11-June 12	HS+MS Site Administration and Teachers		
	Aug 11-June 12	Site Admin.	\$600	Title 1
<p>EPC 8.0 - Lesson Pacing Schedule: <i>8.1: District has provided pacing guides/schedules for each grade level in English/language arts programs to ensure what is taught and in what sequence</i> <i>8.1: (9-12) SBE adopted reading intervention programs for all intensive and universal access used with core for strategic students in ELA</i> (Describe how your site implements and monitors the pacing guide/schedule)</p> <ul style="list-style-type: none"> • Pacing guide implementation...•ELA pacing guides will be followed considerate of departmental input given the analysis of formative and summative assessment. • Pacing guide monitoring...•Pacing schedule alignment will be reviewed regularly through the semi-monthly PLC meeting process and verified by site and district administrative lesson observations/walk throughs. 	Aug 11-June 12	Site Admin, ELA Teachers, ELA Dept. Chair, Ed. Services Staff		
	Aug 11-June 12	Site Administration, ELA Dept. Chair		
<p>Involvement of Staff, Parents and Community: Title I annual parent meeting (required)</p> <ul style="list-style-type: none"> • Schedule...•Title 1 meetings are held as a component of the Annual Back-to-School program. •Triad 4 Parent Conferences, Surveys, reprographic expenses, postage. 	Aug 11-June 12	Site Administration	\$200	Title 1

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> •Parents are involved in a number of advisory and consultive committees on campus such as PTSA, FFA, Safety Committee, Parents of Special Needs Students, ELAC, School Site Council, Native American support services, Interview Panels, and in a variety of volunteer capacities. 	Aug 11-June 12	Site Administration, Academic Senate, Program Advisors	\$150	Title 1
<ul style="list-style-type: none"> •photocopy expenses •IEP meetings with Special Needs students in the spring to develop an appropriate transition plan. 	Aug 11-June 12	Site Administrator and SPED Coordinator		
<p>Describe how each of the following are distributed and used at your site</p> <ul style="list-style-type: none"> • Parent Compact •The Parent Compact is included in the summer mailer and returned during registration in August. It is utilized by teachers, staff, and administrators to support students. 	Aug 11-June 12	Site Administration		
<ul style="list-style-type: none"> • Site Parent Involvement Policy The Site Parent Involvement Policy is distributed at annual registration and included in the Student/Parent Handbook and the school website. •Opportunities for involvement are also reviewed at Back-to-School program and at the general session meeting of the PTSA and Title 1 parent meetings. 	Aug 11-June 12	Site Administration		
<p>School newsletters advertise Parent involvement opportunities on site committees, booster clubs, recognition programs, orientation meetings, assemblies, advisory councils, and volunteer programs.</p> <ul style="list-style-type: none"> •Reprographic expense and postage. 	Aug 11-June 12	Site Administrative Team	\$700	Title 1
<ul style="list-style-type: none"> • Keys for Successful Partnerships •The keys are utilized to help communicate to parents and community the importance of partnerships in the education of the "total" student. They are a component of the Hamilton communication mechanism. 	Aug 11-June 12	Site Administrative and Leadership Team, Counselor		
<ul style="list-style-type: none"> • Parent, student, staff surveys Surveys are a critical component in determining stakeholder perceptions. Student surveys are conducted annually along with faculty surveys. Parent surveys are conducted during Parent Conferences in the spring annually. <p>Survey Monkey subscription fees.</p>	Aug 11-June 12	Activities Director, Counselor, Site Administrative Team	\$200	Title 1

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<p>Support transition meetings scheduled by the district for:</p> <ul style="list-style-type: none"> • Preschool-Kindergarten • 5th - 6th grade • 8th - 9th grade •Transition meetings are held during the spring at feeder schools followed by a parent meeting prior to registration of incoming 9th grade students for the purpose of providing critical information needed to make informed decisions regarding the high school program opportunities. <p>•Link Crew held during August registration. Photocopy, bulletin, brochure, and catalog expenses.</p> <p>•IEP meetings with Special Needs students in the spring to develop an appropriate transition plan.</p> <p>Family Nights (English/language arts, ELD, etc)</p> <ul style="list-style-type: none"> •ELAC meetings to work with EL students and parents to promote academic success. <p>•Workshops/meetings for dissemination of essential post-secondary opportunity information.</p> <p>•Photocopy/material expenses.</p>	<p>Spring 2012</p> <p>August 2012</p> <p>Spring 2012</p> <p>Aug 11-June 12</p>	<p>Site Administration, Counselor, ASB Advisor</p> <p>Site Administration and ASB Director</p> <p>Site Administration and SPED Coordinator</p> <p>Site Administration</p>	<p>\$250</p>	<p>Title 1</p>
<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • Data Director...•Data Director will be used by staff to enter, filter, and analyze student performance data and measure progress toward established standards of achievement. Following analysis of data, a response plan is established to adjust/modify the instructional plan to meet the needs of individual students. • District benchmarks...Benchmark (MAP) ELA examinations are administered during, and at the end of, the school year to determine mastery of core content standards. Results drive identified alterations to the curricular delivery and adjustments to the pacing schedule of the curriculum in response to assessment results. • Core curriculum-embedded assessments...•Ongoing Holt and teacher generated assessments are administered and analyzed to determine progress toward mastery of ELA content standards. 	<p>Aug 11-June 12</p> <p>Aug 11-June 12</p> <p>Aug 11-June 12</p>	<p>Site Administration Academic Senate</p> <p>District and Site Administration, HUSD Ed. Services Staff</p> <p>Teachers, Site Administration</p>		<p>District Funded</p>

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • CST/CAHSEE...•CSTs are administered annually in the spring to measure individual student attainment of state standards. Results are used, in part, to determine appropriate placement in grade level core, support, intervention, or advanced level classes. •CAHSEE administrations occur several times per year depending upon grade level and passing status. Students are tested initially during the winter of the 10th grade year and if they do not pass or satisfy the requirement, they are re-assessed several times during the 11th and 12th grade years. Performance data is analyzed immediately following receipt of the scores from CDE. <p>Preparation classes are offered throughout the 11th and 12th grade years to students who do not attain a passing score.</p> <ul style="list-style-type: none"> •Preparation strategies are in place prior to the initial exam in the 10th grade and all ELA and other core teachers participate in planning and delivering the preparatory lessons. <ul style="list-style-type: none"> • Monitor implementation of SPSA...Site Administrative team, in conjunction with the School Site Council, regularly monitor the implementation of the SPSA through regularly mandated meetings. Adjustments are made to the "living plan" as determined appropriate considerate of student performance data and external factors that impact the ability to deliver services. • Principal Summit...•The site Principal will collect, organize, and report on the "state of the school" semi-annually during regularly scheduled presentations. Presentations will focus on schoolwide and subgroup performance patterns and trends and intended response plan. <p>Printing expenses.</p>	Aug 11-June 12	Site Administration		
	Aug 11-June 12	Site Admin.		
	Aug 11-June 12	School Site Council, Site Admin.		
	Aug 11-June 12	Principal		
Centralized Services:				

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> The School Site Council has agreed to allocate EIA-SCE and EIA-LEP funds towards the collective efforts of the district. These efforts will come through centralized services in order to provide our school with student support services that include: professional development, teacher release time to attend professional development, translation/interpretation services, CELDT administration, District Parent Liaison, supplemental ELD materials, supplemental health services, and other student support services. This decision was based on our school's inability to provide the same level of student support that would be provided through our district's centralized services. By providing site EIA funding to centralized services, our school will have the ability to maximize services provided to students. 	7/2011-6/2012	District	\$15715	EIA-SCE
	7/2011-6/2012	District	\$3106	EIA-LEP
<ul style="list-style-type: none"> The School Site Council has agreed to allocate Title 1 funds towards the collective efforts of the district. These efforts will come through centralized services in order to provide our school with student support services that include: professional development, teacher release time to attend professional development, preschool support, supplemental library support, secondary counselors, Key Data Systems, Intel-Assess benchmarks, MAP system and workshops, Data Director, and other student support services. This decision was based on our school's inability to provide the same level of student support that would be provided through our district's centralized services. By providing site Title 1 funding to centralized services, our school will have the ability to maximize services provided to students. 	7/2011-6/2012	District	\$4202	Title 1

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the California English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, students with disabilities, and homeless. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #2 for Improving Student Achievement in Mathematics:
 All students will meet or exceed the current AMOs for mathematics as measured by the CST in mathematics

Student groups and grade levels participating in this goal:
 All students K-12th grade including English learners, gifted and talented education, homeless and students with disabilities

Performance gains expected for these students:
 All students scoring below the proficient level on the CST in mathematics will improve by at least one performance level

Means of evaluating progress toward this goal:
 District benchmarks and site curriculum-embedded assessments

Group data needed to measure academic gains:
 California Standards Test in mathematics, CAHSEE, CMA, and CAPA (as determined by IEP)

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source	
EPC 1.0 - Instructional Program: <i>1.3: K-8 SBE adopted core Mathematics program with materials for every student used daily and appropriately</i> <i>1.3: 9-12 SBE adopted Mathematics textbooks in all classroom for all students enrolled in mathematics intervention and Algebra I</i> <ul style="list-style-type: none"> • Core materials...•McDougal Littel adoption inclusive of ancillary support and approved supplementary materials. •Upgrade and maintain technology hardware, software, and peripherals in support of the acquisition of Math standards. •Instructional supplies and materials, photocopy expenses. • Intervention materials...•Approved instructional software, Measuring Up materials, technology hardware, instructional supplies and supplementary instructional materials. Response white boards and markers for interactive engagement activities	Aug 11-June12	Site Administration Dept. Chairs		District IMF	
	Aug 11-June12	Site Admin., Dept. Chair	\$2000	Title 1	
				\$600	EIA/SCE
	Aug 11-June12	Site Admin, Intervention Teaching Staff, Counselor	\$750	Title 1	
				\$500	Title 1

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Monitoring schedule...•Regular classroom visitations, lesson evaluations (formal and informal), PLC (Data Team) meetings, core materials meetings, pacing schedule discussions, district coaching assistance. •Assessment administration and results analysis. •Substitutes to permit teacher release time to analyze assessment data. 	Aug 11-June12	Site Administration Ed Services Team	\$400	Title 1
<p>EPC 2.0 - Instructional Time K-8: Student Access to Standards Aligned Core 9-12:</p> <p><i>2.2: (9-12) Master schedule and pacing guides reflect effective Algebra and math instructional time for intensive and strategic learners with extended periods</i></p> <p><i>2.3: Daily, uninterrupted instructional time for Mathematics K 30 mins, 1-6 60 mins, 7-8 60 mins</i></p> <p><i>2.4: Daily additional instructional time provided for Mathematics students needing interventions K-6 15 mins, 7-8 30 mins</i></p>				

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Class/master schedule...•Strategic and Intensive students in grades 9 and 10 will be enrolled in Algebra 1 along with an appropriate math support class.. •All students will receive instruction utilizing scientifically research-based instructional strategies such as Direct Interactive Instruction (DII) and Specially Designed Academic Instruction in English (SDAIE). •Students in grades 11 and 12 who have yet to pass the Math portion of the CAHSEE and are in danger of not graduating will be placed in CAHSEE intervention/preparation programs utilizing the Measuring Up, Compass Learning Odyssey, Mind Institute, and A+ curriculum along with access to individual tutorial services. •Gifted and Talented Education (GATE) students, if applicable per identification, will be placed in advanced level math classes in an effort to provide them with an enriched and broadened exposure to the content standards. •Students with disabilities, including those with IEPs, 504 plans, or SST plans, will be afforded access to all courses in the master schedule as determined appropriate, and recommended by, the IEP or 504/SST team. •EL students will be placed in a mainstream math class and have access to a companion support math class dependent upon their individual ability as determined by multiple measures. 	Aug 11-June12	Site Administrative Team Counselor Math Teachers		
<ul style="list-style-type: none"> • Additional intervention time...•CAHSEE intervention/prep classes will be offered during the school day and before and after school to students who are in danger of not graduating due to not passing the Math portion of the exit exam. These are open to all students regardless of the subgroup or special population. <p>Students have access to Compass Learning Odyssey and Mind Institute Programs both on and off of campus.</p>	Aug 11-June12	Site Administrative Team, Counselor, Math Teachers		

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Monitoring schedule...•Continue to analyze CAHSEE, STAR, Benchmark (MAP), and CELDT results and respond to areas of identified need via collaborative teams in a PLC setting to generate SMART goals as appropriate. 	Aug 11-June12	Site Administration Academic Senate Math faculty team		
<p>Improvement of Instructional Strategies: <i>Continue to support EPC by focusing on the following strategies:</i></p> <ul style="list-style-type: none"> Direct instruction...•Continue to provide Math teachers with guidance and feedback related to Direct Interactive Instruction strategies through professional development activities, class observations/review, district Math coach support. <p>•Provide release time and substitutes for peer observations both on and off of campus.</p> <p>•Instructional supplies and materials needed to implement Direct Instruction strategies. Math Teacher representative will attend training sessions on Differentiated Instruction through Universal Design conducted by RCOE and cross train other department members and implement the strategies with fidelity.</p> <ul style="list-style-type: none"> Step Up to Writing... Library... Differentiation...•Provide advanced level Math courses to enrich student learning experiences. <p>•Professional development focused on SDAIE, Direct Interactive Instruction, Differentiated Instruction & AVID strategies.</p> <p>•Instructional materials and supplies including photocopy expenses.</p> <p>•Substitutes to provide release time for collaboration activities.</p> <ul style="list-style-type: none"> GLAD... 	<p>Aug 11-June12</p> <p>Aug 11-June12</p> <p>Aug 11-June 12</p> <p>Aug 11-June12</p>	<p>Site, District Administrative Team District Professional Dev.</p> <p>Site Administration Dept Chairs</p> <p>Site Administration in conjunction with Professional Development</p> <p>Site Administration</p>	<p></p> <p>\$500</p> <p>\$700</p> <p>\$200</p>	<p>Centralized Services</p> <p>Title 1</p> <p>Title 1</p> <p>Centralized Services</p> <p>Title 1</p>
<p>Extended Learning Time: S.A.F.E. After-School Program Before/after, Saturday school intervention classes: CAHSEE tutorial expenses</p> <p>•Native American tutorial services</p> <p>6th period assignments for mathematics:</p>	Aug 11-June12	<p>Site Admin., Math dept faculty</p> <p>Indian Ed Services Personnel</p>	\$850	Indian Ed Grant
EPC 3.0 & 4.0 - Professional Development:				

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<p>3.1: District provided Principal Leadership Training for Mathematics(List date completed or scheduled)</p> <p>4.1: Fully credentialed teachers in Mathematics (per HR)</p> <p>4.2: District provides teachers professional development in:</p> <ul style="list-style-type: none"> AB 430 (Administration)...Current Administration has been trained. Future administrative staff who may not have attended will be enrolled at earliest opportunity. SB 472 (Teachers)...Currently all math teachers have attended AB2913 training. Additional math dept. staff will attend if not already trained. <ul style="list-style-type: none"> Professional development focused on Prentice Hall core curriculum delivery and use of supplemental ancillary materials. <p>•GATE conferences and substitute expenses</p> <p>•Counselor update conferences at U.C. and C.S.U. programs</p>	<p>Dates trained Administration 2007</p> <p>Dates trained Teachers 2008</p> <p>Aug 11-June12</p> <p>Aug 11-June12</p> <p>Aug 11-June12</p> <p>Aug 11-June12</p>	<p>Administration Need training: 0</p> <p>Teachers Need training: 0</p> <p>Site Administrative Team</p> <p>Site Administration, Ed Services staff, Professional Development staff</p> <p>Site Administration, GATE Coordinator</p> <p>Site Administration, Counselor</p>	<p></p> <p></p> <p></p> <p>\$150</p>	<p>District funding</p> <p>District funded</p> <p>Title 1</p>
<p>EPC 5.0 - Student Achievement Monitoring System</p> <p>5.1: District electronic monitoring system:</p> <ul style="list-style-type: none"> Data Director...Teachers and administrators will utilize Data Director or current data collection system to collect and configure student academic performance data for analysis and response. <ul style="list-style-type: none"> Support from District Math coaches will be tapped to assist in the formation of an appropriate site response plan. <p>Provide needed Advanced Placement fees to cover the portion of the exam expense formerly offered to FARL (SED) students through state and federal protocol. Data Teams will implement Intel Assess, MAP assessments, Compass Learning Odyssey, and Mind Institute programs in support of student achievement and continued positive academic progress.</p>	<p>Aug 11-June12</p> <p>June 12</p>	<p>District/Site Administration</p> <p>Site Administration/Ed Services staff</p>	<p></p> <p>\$689</p>	<p>District Centralized Services</p> <p>Title 1</p>

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<p>8.1: District has provided pacing guides/schedules for each grade level in Mathematics programs to ensure what is taught and in what sequence</p> <p>8.2: (9-12) Intervention programs for all students in Algebra 1 and math for intensive and strategic students</p> <p>(Describe how your site implements and monitors the pacing guides/schedules)</p> <ul style="list-style-type: none"> • Pacing guide implementation...•Math pacing guides will be followed considerate of departmental input given the analysis of formative and summative assessment. •Instructional materials and supplies, reprographic expenses. • Pacing guide monitoring...•Pacing schedule alignment will be reviewed regularly through the semi-monthly PLC (Data Team) meeting process and verified by site and district administrative team as evidenced by regular lesson observations/walk throughs. 	<p>Aug 11-June12</p> <p>Aug 11-June12</p>	<p>Site Administrative Team, Math Dept. Chair, Ed Services Staff, District Coaching Staff</p> <p>Site Administration, i-team</p>		
<p>Involvement of Staff, Parents and Community:</p> <p>Title I annual parent meeting (required) Schedule...•Title 1 meetings are held as a component of the Annual Back-to-School program.</p> <ul style="list-style-type: none"> •Triad 4 Parent Conferences, reprographic expenses, •Aeries/PABI web based program to permit parents access to monitor individual student academic progress. <p>Describe how each of the following distributed and used at your site:</p> <ul style="list-style-type: none"> • Parent Compact... •The Parent Compact is included in the summer mailer and returned during registration in August. It is utilized by teachers, staff, and administrators to support student achievement and expected academic progress. 	<p>Aug 11-June12</p> <p>Aug 11-June12</p> <p>Aug 11-June12</p>	<p>Site Administrative Team Counselor</p> <p>Site Administrator</p> <p>Site Administration Site Support Staff</p>	<p>\$100</p>	<p>Title 1</p>

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ● Site Parent Involvement Policy...The Site Parent Involvement Policy is distributed at annual registration and included in the Student/Parent Handbook and the school website. •Opportunities for involvement are also reviewed at Back-to-School program and at the general session meeting of the PTSA and Title 1 parent meetings. •School newsletters advertise Parent involvement opportunities on site committees, booster clubs, advisory councils, and volunteer programs. Materials and postage. •Reprographic expenses and postage. 	Aug 11-June12	Site Administration, Site support staff	\$250	EIA/SCE
<ul style="list-style-type: none"> ● Keys for Successful Partnerships...•The keys are utilized to help communicate to parents and community the importance of partnerships in the education of the "total" student. They are a component of the Hamilton communication mechanism. 	Aug 11-June12	Site Administration		
<ul style="list-style-type: none"> ● Parent, student, staff surveys...•Surveys are a critical component in determining stakeholder perceptions. Student surveys are conducted annually along with faculty surveys. Parent surveys are conducted during Parent Conferences in the spring annually. • Survey Monkey fees <p>Support transition meetings scheduled by the district for</p> <ul style="list-style-type: none"> ● Preschool-Kindergarten... ● 5th - 6th grade... 	Aug 11-June12	Site Administration Counselor	\$125	Title 1

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Core curriculum-embedded assessments...•Ongoing adopted publisher (McDougal Littel) and teacher generated assessments are administered and analyzed to determine progress toward mastery of Math content standards. Teachers will collaborate on the creation of Intel Assess measures of learning. • CST/CAHSEE...•CSTs are administered annually in the spring to measure individual student attainment of state standards. Results are used, in part, to determine appropriate placement in grade level core, support, intervention, or advanced level classes. <ul style="list-style-type: none"> •CAHSEE administrations occur several times per year depending upon grade level and completion status. Students are tested initially during the winter of the 10th grade year and if they do not pass or satisfy the requirement, they are re-assessed several times during the 11th and 12th grade years. Performance data is analyzed immediately following receipt of the scores from CDE. •Preparation classes are offered throughout the 11th and 12th grade years to students who do not attain a passing score. •Preparation strategies are in place prior to the initial exam in the 10th grade and all Math and other core teachers participate in planning and delivering the preparatory lessons. • Monitor implementation of SPSA...•Site Administrative team, in conjunction with the School Site Council, regularly monitors the implementation of the SPSA. Adjustments are made to the "living plan" as determined appropriate considerate of student performance data and external factors that impact the ability to deliver services. • Principal Summit...•The Principal will collect, organize, and report on the "state of the school" annually during regularly scheduled presentations. Presentations will focus on schoolwide and subgroup performance patterns and trends and intended response plan. 	<p>Aug 11-June12</p> <p>Aug 11-June12</p> <p>Aug 11-June12</p> <p>Aug 11-June12</p>	<p>Site Administration, Math Dept. Chair and math faculty</p> <p>Site/ District Administrative Teams Ed Services Staff</p> <p>CAHSEE Coord Teachers</p> <p>Site Administration Site Council Academic Senate</p> <p>Principal</p>		
Centralized Services:				

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Start Date/ Completion Date	Person(s) Responsible	Estimated Cost	Funding Source
<ul style="list-style-type: none"> The School Site Council has agreed to allocate EIA-SCE and EIA-LEP funds towards the collective efforts of the district. These efforts will come through centralized services in order to provide our school with student support services that include: professional development, teacher release time to attend professional development, translation/interpretation services, CELDT administration, District Parent Liaison, supplemental ELD materials, supplemental health services, and other student support services. This decision was based on our school’s inability to provide the same level of student support that would be provided through our district’s centralized services. By providing site EIA funding to centralized services, our school will have the ability to maximize services provided to students. 	7/2011-6/2012	District	\$15715	EIA-SCE
	7/2011-6/2012	District	\$3105	EIA-LEP
<ul style="list-style-type: none"> The School Site Council has agreed to allocate Title 1 funds towards the collective efforts of the district. These efforts will come through centralized services in order to provide our school with student support services that include: professional development, teacher release time to attend professional development, preschool support, supplemental library support, secondary counselors, Key Data Systems, Intel-Assess benchmarks, MAP system and workshops, Data Director, and other student support services. This decision was based on our school’s inability to provide the same level of student support that would be provided through our district’s centralized services. By providing site Title 1 funding to centralized services, our school will have the ability to maximize services provided to students. 	7/2011-6/2012	District	\$4202	Title 1

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Implementors/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<input type="checkbox"/> Youth Development/Asset Development (i.e., Kids Club) <input type="checkbox"/> Extra curricular activities that serve as focal point for prevention education or as culmination or kick-off for ongoing campaign (i.e., Red Ribbon Week, Great American Smokeout, Violence Prevention Week, etc.)				
Middle School <input type="checkbox"/> Decisions for Health – HOLT (6-8) <input type="checkbox"/> Life Skills Training curriculum (6-8) <input type="checkbox"/> Second Step (6-8) <input type="checkbox"/> Law enforcement personnel on campus				

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Implementors/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<input type="checkbox"/> Insight Class (alternative-to-suspension program provided by site counselors) (6-8)				
<input type="checkbox"/> Unity Forum Workshop (6-8)				
<input type="checkbox"/> Violence Intervention Support Group (alternative-to-suspension program provided by site counselors) (6-8)				
<input type="checkbox"/> Youth Development/Asset Development/Peer Leadership (i.e., Club Live, etc.)				
<input type="checkbox"/> Extra curricular activities that serve as focal point for prevention education or as culmination or kick-off for ongoing campaign (i.e., Red Ribbon Week, Great American Smokeout, Violence Prevention Week, etc.)				

Description of Specific "Scientifically Research Based" Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Implementors/ Timeline	Related Expenditures	Estimated Cost	Funding Source
[X] Tobacco Cessation Classes	Aug. 11-June 12 District and Site Administrative Team, Counselors, BHS Teachers, SDFSC District staff and Site Coord, School Resource Officer, District Smoking Cessation personnel	Staff Development, training, release time and substitute costs, instructional materials and supplies.		
[X] Smokeless Saturday School	Aug. 11-June 12 District and Site Administrative Team, Counselors, BHS Teachers, SDFSC District staff and Site Coord, School Resource Officer	Staff Development, training, R & D time for certificated staff, instructional materials and supplies.		
[X] Unity Forum/Hate Crime Prevention Workshop (9-12)	Aug. 11-June 12 District and Site Administrative Team, Counselors, BHS Teachers, SDFSC District staff and Site Coord, School Resource Officer	Staff Development, training, release time and substitute costs, instructional materials and supplies.		

Description of Specific "Scientifically Research Based" Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Implementors/ Timeline	Related Expenditures	Estimated Cost	Funding Source
[X] Violence Intervention Support Group (alternative-to-suspension program provided by site counselors) (9-12)	Aug. 11-June 12 District and Site Administrative Team, Counselors, BHS Teachers, SDFSC District staff and Site Coord, School Resource Officer	Staff Development, training, release time and substitute costs, instructional materials and supplies.		
[X] Youth Development/Asset Development/Peer Leadership (i.e., Friday Night Live clubs, SADD clubs, etc.)	Aug. 11-June 12 District and Site Administrative Team, Counselors, BHS Teachers, SDFSC District staff and Site Coord, School Resource Officer Aug. 11-June 12 Club advisors and sponsors	Staff Development, student training, release time and substitute costs, transportation costs, instructional materials and supplies. Activity fees and transportation expenses	\$200	SDSFC
[X] Law enforcement personnel on campus (912)	Aug. 11-June 12 District and Site Administrative Team, District CWA Director, School Resource Officer	Instructional materials and supplies.		

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Implementors/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>[X] Insight Class (alternative-to-suspension program provided by site counselors) (9-12)</p>	<p>Aug. 11-June 12</p> <p>District and Site Administrative Team, Counselors, BHS Teachers, SDFSC District staff and Site Coord, School Resource Officer</p>	<p>Staff Development, training, release time and substitute costs, instructional materials and supplies.</p>		
<p>[X] Extra curricular activities that serve as focal point for prevention education or as culmination or kick-off for ongoing campaign (i.e., Red Ribbon Week, Great American Smokeout, Violence Prevention Week, etc.)</p>	<p>Aug. 11-June 12</p> <p>District and Site Administrative Team, Counselors, BHS Teachers, SDFSC District staff and Site Coord, School Resource Officer</p>	<p>Staff Development, training, release time and substitute costs, instructional materials and supplies.</p>		
<p>Involvement of staff, parents and community: (including interpretation of student assessment results to parents). Public reporting of California Healthy Kids Survey data. Parent and community involvement in program planning.</p>				

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Implementors/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Our Safe and Drug-Free School and Community (SDSFC) plan at Hamilton High School was tailored to meet the needs of our students and community based upon the current and past results of the California Healthy Kids Survey taken by our students. The components of the plan were developed through the collaborative efforts of our students, staff, administration, parents, community members, and school district recommendations. The mission of the SDFSC and the Safe and Healthy Kids Programs, both here at Hamilton High School and throughout Hemet Unified School District, is to provide leadership to keep youth safe and alcohol, tobacco, and drug free. Drug, alcohol, and tobacco-use prevention programs are part of this effort as well as violence prevention and school safety. The purpose of our prevention programs and youth development efforts is to foster a positive learning environment that supports academic achievement and success.</p> <p>Programs used at Hamilton High School utilize a science-based curriculum, are age-appropriate, engage students in the learning process, and include developmentally based activities. The programs purposes are to promote youth development, resiliency, buffers, protective factors, and assets that are central to promoting health among our youth. Our staff is required to implement a minimum of six hours of prevention education into all curricular areas throughout the course of the school year. The continuation and further development of these programs will continue to have a direct co-relationship with funding for the programs. The programs start in the early school years (elementary and middle school) and continue to build throughout their high school years.</p> <p>Public reporting of California Healthy Kids Survey data. Promotion of Developmental Asset Approach.</p>	SDFSC Coordinator, School Resource Officer	Materials, Photocopies	\$200	SDSFC

Description of Specific “Scientifically Research Based” Actions to Improve Educational Practice Based on APS Requirements and Essential Program Components (EPC)	Implementors/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Classroom teachers will promote the understanding of the 40 Developmental Assets and describe how students can make direct application in part through participation in one or more of the following programs:</p> <p>Peace Builders – Elementary Program •Life Skills Training – Middle School Program •Unity Forum – Separate Middle School and High School programs</p> <p>High School Programs: •Tobacco Use Prevention Education (TUPE) •Smoking Cessation Programs (for students and adults) •Project Towards No Drug Abuse •Too Good for Drugs and Violence •Personal and Social Skills: The Missing Links •Bullying Prevention •Character Development and Education •Extended Day Opportunities •Red Ribbon Week Activities •Great American Smoke-Out •Kick Butts Day •Tobacco-Free Class of (graduating year) -Unity Forum Plus -Hate Crime Violence Prevention -Class Action Curriculum</p>	Aug. 11-June 12	Site and District Administrative Team, Site SDSFC Coord, Counselor SRO	\$200.00	SDSFC
<p>Auxiliary services (for parents and students): Site Specific Events and Activities. Classroom management training Student Parent Handbook ASB activities FNL activities Campus supervision Community forums Canine Detection services Alternative education options Peer mediators Interagency support services Price Parenting Classes Pregnant Minor Resources Positive Attendance Incentive Program</p>	<p>Aug. 11-June 12 ASB Director, FNL Advisor, Teachers, SRO, Site SDFSC Counselor</p> <p>Aug. 11-June 12 Attendance staff, Asst. Principal</p>	<p>Technology awards as incentive for positive attendance pattern</p>	<p>\$</p> <p>\$3000</p>	ARRA Funds
<p>Monitoring program implementation and results: California Healthy Kids Survey. Curriculum assessments. Review and analyze the results of the survey and report to school and community stakeholders.</p>	<p>Fall 2011</p> <p>Site Administration, ASB Director, Teachers, SRO, Site SDSFC Coord, Counselor</p>			

SECTION SIX: ADDITIONAL COMPLIANCE ITEMS

BUDGET PAGES

for

Hamilton High School

**School Budget
Block Grants**

Total Allocations \$ \$ \$ \$

Object Code	Category/Description				
4210	Library Books	\$	\$	\$	\$
4300	Intervention Materials & Supplies	\$	\$	\$	\$
4305	Refreshments for Parent mtgs/Student Snacks	\$	\$	\$	\$
4310	Technology Supplies	\$	\$	\$	\$
4400	Noncapitalized Equip under \$5000.00	\$	\$	\$	\$
4410	Noncapitalized Equip IT under \$5000.00	\$	\$	\$	\$
5200	Travel & Conferences	\$	\$	\$	\$
5210	Mileage	\$	\$	\$	\$
5220	Out of County Travel	\$	\$	\$	\$
5300	Dues & Memberships	\$	\$	\$	\$
5620	Leases	\$	\$	\$	\$
5640	Maintenance Contracts	\$	\$	\$	\$
5711	Field Trips	\$	\$	\$	\$
5725	Reprographics	\$	\$	\$	\$
5800	Professional/Consulting Services	\$	\$	\$	\$
5815	Consultants	\$	\$	\$	\$
5845	Printing	\$	\$	\$	\$
5850	Software Licensing	\$	\$	\$	\$
5910	Postage	\$	\$	\$	\$

Total from Materials/Supplies	\$	\$	\$	\$
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Total Allotment	\$	\$	\$	\$
Should Equal "0"	\$	\$	\$	\$

**School Budget
Federal Programs**

Projected Allotment \$21300 \$ \$

Object Code	Category/Description	3010 Title I			
4311 (Reserves)	10% of funds to cover any additional / unexpected personnel costs	\$	\$	\$	\$
5807 (Title I Only)	1% Parent Involvement	\$2070	\$	\$	\$
1100	Teacher Salaries	\$	\$	\$	\$
1120	Teacher Extra Duty	\$	\$	\$	\$
1121	6th Period Assignment	\$	\$	\$	\$
1130	Teacher Substitutes	\$2000	\$	\$	\$
Total Teacher Salaries		\$	\$	\$	\$
3101	STRS	\$	\$	\$	\$
3321	Medicare	\$	\$	\$	\$
3401	H&W - for full time = \$9100	\$	\$	\$	\$
3501	Unemployment	\$	\$	\$	\$
3601	Workers Comp	\$	\$	\$	\$
Total Teacher Statutory Benefits		\$	\$	\$	\$
Teacher Salary Budget		\$	\$	\$	\$
2101	Instructional Aide - Bilingual	\$	\$	\$	\$
2130	Instructional Aides Hourly	\$	\$	\$	\$
2468	Instructional Technician	\$	\$	\$	\$
2211	Library/Media Technician	\$	\$	\$	\$
Total Classified Salaries		\$	\$	\$	\$
3212	PERS Contributions	\$	\$	\$	\$
3222	PERS Employer Paid	\$	\$	\$	\$
3312	OASDI Classified	\$	\$	\$	\$
3322	Medicare	\$	\$	\$	\$
3402	H&W - for full time = \$7200	\$	\$	\$	\$
3502	Unemployment	\$	\$	\$	\$
3602	Workers Comp	\$	\$	\$	\$

Total Classified Statutory Benefits	\$	\$	\$
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Classified Salary Budget	\$	\$	\$
Total Salaries/Benefits	\$2000	\$	\$

School Budget (continued)
Federal Programs

Function	Object Code	Category/Description	3010 Title I		
	4210	Library Books			
	4300	Intervention Materials & Supplies	\$5122		
	4305	Refreshments for Parent Mtgs/Student Snacks			
	4310	Technology Supplies	\$4000		
	4400	Noncapitalized Equip under \$5000.00	\$500		
	4410	Noncapitalized Equip IT under \$5000.00	\$2200		
	5200	Travel & Conferences	\$600		
	5210	Mileage			
	5220	Out of County Travel			
	5300	Dues & Memberships	\$1378 (AP Fees)		
	5620	Leases	\$1200		
	5640	Maintenance Contracts	\$1000		
	5711	Field Trips			
	5725	Reprographics	\$1000		
	5800	Professional/Consulting Services			
	5815	Consultants	\$350		
	5845	Printing	\$650		
	5850	Software Licensing	\$500		
	5910	Postage	\$900		

Total From Intervention Materials/Supplies	\$18800		
Total From Employee Salaries/Benefits	\$2500		
Total Allotment	\$21300		
Should Equal "0"	0		

**School Budget
State Programs**

Projected Allotment \$11408 \$1727 \$

Object Code	Category/Description	7090 EIA-SCE	7091 EIA-LEP	
4311 (Reserves)	10% of funds to cover any additional / unexpected personnel costs	\$	\$	\$
5807 (Title I Only)	1% Parent Involvement	\$	\$	\$
1100	Teacher Salaries	\$	\$	\$
1120	Teacher Extra Duty	\$	\$	\$
1121	6th Period Assignment	\$	\$	\$
1130	Teacher Substitutes	\$500	\$	\$
Total Teacher Salaries		\$500	\$	\$
3101	STRS	\$	\$	\$
3321	Medicare	\$	\$	\$
3401	H&W - for full time = \$9100	\$	\$	\$
3501	Unemployment	\$	\$	\$
3601	Workers Comp	\$	\$	\$
Total Teacher Statutory Benefits		\$	\$	\$
Teacher Salary Budget		\$500	\$	\$
2101	Instructional Aide - Bilingual	\$	\$	\$
2130	Instructional Aides Hourly	\$	\$700	\$
2468	Instructional Technician	\$	\$	\$
2211	Library/Media Technician	\$	\$	\$
Total Classified Salaries		\$	\$700	\$
3212	PERS Contributions	\$	\$	\$
3222	PERS Employer Paid	\$	\$	\$
3312	OASDI Classified	\$	\$	\$
3322	Medicare	\$	\$	\$
3402	H&W - for full time = \$7200	\$	\$	\$
3502	Unemployment	\$	\$	\$
3602	Workers Comp	\$	\$	\$

Total Classified Statutory Benefits	\$	\$	\$
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Classified Salary Budget	\$	\$	\$
Total Salaries/Benefits	\$500	\$700	\$

**School Budget (continued)
State Programs**

Function	Object Code	Category/Description	7090 EIA-SCE	7091 EIA-LEP	
	4210	Library Books			
	4300	Intervention Materials & Supplies	2500	1027	
	4305	Refreshments for Parent Mtgs/Student Snacks			
	4310	Technology Supplies	2424		
	4400	Noncapitalized Equip under \$5000.00			
	4410	Noncapitalized Equip IT under \$5000.00	2000		
	5200	Travel & Conferences			
	5210	Mileage			
	5220	Out of County Travel			
	5300	Dues & Memberships			
	5620	Leases	1456		
	5640	Maintenance Contracts	500		
	5711	Field Trips			
	5725	Reprographics	600		
	5800	Professional/Consulting Services			
	5815	Consultants			
	5845	Printing	250		
	5850	Software Licensing	858		
	5910	Postage	320		

Total From Intervention Materials/Supplies	10908	1027	
Total From Employee Salaries/Benefits	500	700	
Total Allotment	11408	1727	
Should Equal "0"	0	0	

UNFUNDED PROJECTS

The following “Scientifically Based Research” actions may be implemented if funding becomes available. This funding should not be used for personnel.

1-E/LA 2-MATH	Prioritize	Description of Action	Funds to be Used	Estimated Amount
1 & 2				
1 & 2		12 computers and printers	Title 1 EIA	\$18,000
1 & 2		12 Document cameras	Title 1 EIA	\$6,600
1 & 2		6 Smart Boards with LCD projectors	Title 1 EIA	\$13,800
1		READ 180 Service Contract	Title 1 EIA	\$2,500
1		Step Up to Writing	Title 1 EIA	

DESCRIPTION OF CENTRALIZED SERVICES

Funding Source	Direct Support from Centralized Services	Description of the Specific Services to be Provided
EIA - LEP	\$6,211	<p>English Language Services English Learner Coach (K-12)</p> <p>Translator/Interpreter:</p> <ul style="list-style-type: none"> • Provide interpretation services for all sites/district. <ul style="list-style-type: none"> ○ Individualized Education Plan Meetings ○ Student Study Team Meetings ○ English Learner Advisory Committee Meetings ○ Parent/Teacher Conferences ○ Family Event Nights ○ PTA Translations ○ Guidance Counsel Meetings ○ Phone Calls to Parents for School and District Staff ○ Parent Link Messages ○ Special Education assessments including Woodcock- Muñoz Bateria and Speech Assessments • Provide written translation for all sites/district <ul style="list-style-type: none"> ○ Newsletters and Parent Communications ○ Handbooks ○ Individualized Education Plans including reports Occupational Therapists, Speech Therapists, School Psychologists, Adaptive PE teachers and District Nurses ○ PowerPoint Presentations <p>Language Assessment Center and District Language Evaluators:</p> <ul style="list-style-type: none"> • Administration of initial language fluency testing <ul style="list-style-type: none"> ○ Initial assessment of students in English ○ Initial assessment of students in Spanish ○ Maintain records of CELDT results for all EL students ○ Maintain accurate records of ELL, Fluent English Proficient (FEP) Students, Reclassifications and monitoring progress of Reclassified students ○ Obtain and provide assessment information for new and transferring students, students to schools and other districts ○ Guide and finalize the reclassification process district-wide ○ Monitor and confirm Follow-up process of reclassified students • California English Language Development Test (CELDT): <ul style="list-style-type: none"> ○ Order tests on line for each school ○ Attend training for trainers and train other assessors ○ Train site ELD coordinators in test administration and requirements ○ Conduct and monitor test administration at all sites ○ Direct and monitor receipt, packaging and mailing of annual tests • Assist sites with data clean ups and preparations for CST pre id labeling <p>Professional Development Director and Staff New Teachers:</p> <ul style="list-style-type: none"> • Provide new teachers with clear expectations for classroom management, lesson planning, and standards-based instruction <ul style="list-style-type: none"> ○ BTSA Induction • Continue to provide added support for new teachers through ongoing
Title I	\$	
EIA-SCE	\$31,430	

Total	\$37,641	communication with their district PAR or BTSA support providers <ul style="list-style-type: none">• Utilize district professional development opportunities to ensure new teacher understanding of classroom management, lesson planning, and standards-based instruction<ul style="list-style-type: none">○ Direct Instruction• Continue to encourage teachers to attend district-level in-services which include strategies for growth in content knowledge, instructional delivery models, effective use of core text books, and using assessment to form instruction<ul style="list-style-type: none">○ Textbook Adoption, K-12 follow up○ Special Education Training, K-12○ Coaching, Strategy Focused Coaching
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Funding Source	Direct Support from Centralized Services	Description of the Specific Services to be Provided
		<p>Veteran Teachers:</p> <ul style="list-style-type: none"> • Continue to encourage teachers to attend district level in-services that include strategies for growth in content knowledge, instructional delivery models, effective use of core text books, and using assessments to form instruction, grade level evaluation of student work samples, and principal evaluation to determine program effectiveness and to focus goals for teacher and program improvement <ul style="list-style-type: none"> ○ SDAIE/English Now ○ Textbook Adoption, K-12 follow up ○ Peer Assistance Review (P.A.R.) ○ Coaching, Strategy Focused Coaching ○ Direct Instruction • Plan future training based on needs identified through needs assessments, observations, and data • Focus budget expenditures to support reading/language arts and mathematics goals • Provide appropriate intervention materials for tutoring identified students and training • Provide opportunities for staff to participate in staff development, conferences, workshops, etc. • Technology Training, K-12 • Professional Learning Communities • Life Skills • Positive Prevention (HIV/STD) • Curriculum Support • Step Up to Writing • Direct Instruction • English/Language Arts Intervention Programs • Targeted Professional Development • Provide training in Step Up to Writing including supplementary materials as funds are available • Utilize the expertise of Bonnie Russell-Hunt as a district consultant to develop improved strategies for our Special Education program • Improvement Process, K-12 • Include staff, parents, and community in the process of ongoing monitoring and assessment of program effectiveness • Provide substitutes as needed for staff to attend in-services, conferences, and trainings <ul style="list-style-type: none"> ○ AB 430 ○ SB 472 ○ SDAIE/English Now ○ A Framework for Poverty <p>Classified:</p> <ul style="list-style-type: none"> • Technology • Customer service • Leadership • Other professional development as suggested

Title I	\$8,404	<u>Director of State and Federal Programs</u> <ul style="list-style-type: none">• Program Improvement Letters• NCLB Compliance• SES/Choice• SES Provider Contracts• Grade/Department Level Standards for Parents• RCOE Program Improvement Contract• Parent Link• P.R.I.C.E. Parenting• Parent Project• Key Data Systems (Reports)
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SCHOOL SITE COUNCIL MEMBERSHIP

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jim Allured	[X]	[]	[]	[]	[]
Sandra Richards	[]	[X]	[]	[]	[]
Ann Mohn-Brimhall	[]	[X]	[]	[]	[]
Diane Langill	[]	[]	[X]	[]	[]
Debra Nevills	[]	[]	[X]	[]	[]
Rebekah Mortensen	[]	[X]	[]	[]	[]
Mark Oldar	[]	[]	[]	[X]	[]
Jennifer Anderson	[]	[]	[]	[X]	[]
Alice Packard	[]	[]	[]	[]	[X]
Niki Guillory	[]	[]	[]	[X]	[]
Maggie McGowan	[]	[]	[]	[]	[X]
Katherine Barajas	[]	[]	[]	[]	[X]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
Numbers of members of each category	1	3	2	3	3

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

For schools participating in the Immediate Intervention/Under-performing Schools Program, the local governing board must appoint a "broad-based schoolsite and community team" (Education Code 52054(a)). The board may meet this requirement in either of the following ways:

- Add one or more "non-schoolsite personnel" to an existing school site council to form the "school site and community team"; or
- Appoint a "school site and community team" unrelated to the membership of the school site council.
- It is important to accurately determine the board's policy before proceeding with the school planning process.

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: May 26, 2011

Attested:

Jim Allured

Typed name of school principal

Signature of school principal

Date

Sandra Richards

Typed name of SSC
chairperson

Signature of SSC
chairperson

Date

SCHOOL SITE COUNCIL MINUTES SIGNATURE PAGE

for

Hamilton High School

Hamilton High School



SECONDARY PARENT - SCHOOL COMPACT

Staff Pledge

As a teacher I will:

- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Provide high quality curriculum, instruction, and leadership.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitable and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through written notices, phone calls, conferences, and home visits.
- Provide assistance to families on what they can do to support their child's learning.
- Respect the school, staff, students, and families.

Principal's Signature

Teacher's Signature

Date

Student Pledge

As a Student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school discipline policy, dress code, and class rules.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.

Student's Signature

Date

Family/Parent Pledge

As a Parent/Guardian I will:

- Talk to my child regularly about the value of education.
- Monitor TV viewing, electronic game playing, and text messaging, and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline policy and dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House, and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Respect the school, staff, students, and families.

Parent/Guardian's Signature

Date

CONVENIO ENTRE PADRES Y ESCUELA SECUNDARIA

Promesa del personal docente

Como maestro/a voy a:

- Comunicarles a todos los estudiantes las altas expectativas.
- Hacer lo posible para motivar a mis estudiantes a aprender.
- Enseñar e involucrar a los estudiantes en clases que sean interesantes y presenten un reto para ellos.
- Proveer currículo, instrucción y liderazgo de alta calidad.
- Participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y que apoyen la formación de trabajar en asociación con las familias y la comunidad.
- Hacer cumplir las reglas justamente y que los estudiantes formen parte en crear un ambiente placentero y seguro.
- Comunicarme regularmente con las familias para tenerlos al tanto del progreso de los estudiantes en la escuela por medio de notas escritas, llamadas por teléfono reuniones y visitas al hogar.
- Ofrecer ayuda a las familias en como poder apoyar el aprendizaje de sus niños/as.
- Respetar el plantel escolar, personal docente, estudiantes y familias.

Firma del Director/a

Firma del Maestro/a

Fecha

Promesa del estudiante

Como estudiante voy a:

- Creer en que puedo aprender y yo aprenderé.
- Leer por lo menos 30 minutos, cinco días a la semana.
- Ser puntual a clase, preparado para estudiar y con las tareas completas.
- Hacer tiempo todos los días para completar mi tarea.
- Conocer y seguir las normas de disciplina de la escuela, código de la vestimenta y reglas de la clase.
- Hablar con mis padres y maestros regularmente acerca de mi progreso en la escuela.
- Respetar mi escuela, compañeros, personal docente y familias.

Firma del Estudiante/a

Fecha

Promesa de la familia/padre

Como padre/tutor voy a:

- Hablar con mi niño/a acerca del valor de la educación.
- Supervisar el tiempo de ver la televisión, jugar con los juegos electrónicos, mandar mensajes en el celular, y asegurarme que mi niño lea todos los días.
- Asegurar que mi niño/a asista a clase todos los días, que sea puntual y con la tarea completa.
- Apoyar las normas de disciplina de la escuela y el código de la vestimenta.
- Supervisar el progreso de mi niño/a de la escuela.
- Hacer todo el esfuerzo para asistir a todos los eventos escolares, como conferencias de padres y maestros, visitas anuales a los salones de clase y noche de regreso a la escuela.
- Asegurar que mi niño se acueste temprano, tenga atención médica adecuada y nutrición apropiada.
- Respetar el plantel escolar, personal docente, y familias.

Firma del Padre/Tutor

Fecha

PARENT INVOLVEMENT

District Strategies for Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC [6312](#) and the process of school review and improvement pursuant to 20 USC [6316](#) (20 USC [6318](#))

(cf. [6171](#) - *Title I Programs*)

The Superintendent or designee may:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Governing Board
- b. Invite input on the LEA plan from other district committees and school site councils

(cf. [0420](#) - *School Plans/Site Councils*)

(cf. [1220](#) - *Citizen Advisory Committees*)

- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input
 - d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan
 - f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC [6318](#))
 - a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues

PARENT INVOLVEMENT (continued)

- b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities
 - c. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops
 - d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. Build the capacity of schools and parents/guardians for strong parent involvement (20 USC [6318](#))

The Superintendent or designee shall: (20 USC [6318](#))

- a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. [6011](#) - Academic Standards)

(cf. [6162.5](#) - Student Assessment)

(cf. [6162.51](#) - Standardized Testing and Reporting Program)

(cf. [6162.52](#) - High School Exit Examination)

- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
- c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

- d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education

PARENT INVOLVEMENT (continued)

- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent involvement activities as parents/guardians may request
- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee may:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students
- f. Adopt and implement model approaches to improving parent involvement
- g. Establish a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families

(cf. [1020](#) - Youth Services)

PARENT INVOLVEMENT (continued)

- j. Provide a master calendar of district activities and district meetings
- k. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means
- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. [1230](#) - *School-Connected Organizations*)

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
- o. Regularly evaluate the effectiveness of staff development activities related to parent involvement
- p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. [4115](#) - *Evaluation/Supervision*)

(cf. [4215](#) - *Evaluation/Supervision*)

(cf. [4315](#) - *Evaluation/Supervision*)

- 4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs (20 USC [6318](#))
(cf. 6300 - *Preschool/Early Childhood Education*)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
- c. Schedule joint meetings with representatives from related programs and share data and information across programs
- d. Develop a cohesive, coordinated plan focused on student needs and shared goals

PARENT INVOLVEMENT (continued)

5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I (20 USC [6318](#))

The Superintendent or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC [6318](#))
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC [6318](#))
- c. Assess the district's progress in meeting annual objectives for the parent involvement program; notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code [11503](#))

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
 - b. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged
 - c. Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement
6. Involve parents/guardians in the activities of schools served by Title I (20 USC [6318](#))

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC [6318](#))

(cf. [5145.6](#) - *Parental Notifications*)

Regulation
approved: January 9, 2007

HEMET UNIFIED SCHOOL DISTRICT
Hemet, California

**Hamilton High School
Parent Involvement**

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC [6318](#)). Hamilton High School will:

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC [6314](#)

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet

(cf. [5121](#) - *Grades/Evaluation of Student Achievement*)

(cf. [5123](#) - *Promotion/Acceleration/Retention*)

- c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians

PARENT INVOLVEMENT (continued)

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

(cf. [0520.1](#) - *High Priority Schools Grant Program*)

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. [1240](#) - *Volunteer Assistance*)

(cf. [5020](#) - *Parent Rights and Responsibilities*)

(cf. [5113](#) - *Absences and Excuses*)

(cf. [6145](#) - *Extracurricular/Co curricular Activities*)

(cf. [6154](#) - *Homework/Makeup Work*)

- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - (2) Frequent reports to parents/guardians on their children's progress
 - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above
8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC [6311\(h\)](#) in a format and language such parents/guardians can understand.

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC [6318](#))

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC [6318](#))

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code [64001](#).

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC [6318](#))

**Hamilton High School
Parent Involvement**

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum, Family Tree Learning Center will:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
 - b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
 - c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
 - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
 - e. Develop mechanisms to encourage parent/guardian input on district and school issues
 - f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate parent involvement programs into school plans for academic accountability

The Superintendent or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians in school planning processes

Regulation
approved: January 9, 2007

HEMET UNIFIED SCHOOL DISTRICT
Hemet, California

Hamilton High School Schoolwide Programs

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes. (20 USC [6312](#), [6314](#))

Any participating school shall develop, annually review, and update a single plan for student achievement which incorporates the plan required by 20 USC [6314](#) for reforming the school's total instructional program and plans required by other categorical programs included in the state's consolidated application. (Education Code [64001](#); 20 USC [6314](#))

(cf. [0420](#) - *School Plans/Site Councils*)

A schoolwide program shall include: (20 USC [6314](#))

1. A comprehensive needs assessment of the entire school, including the needs of migrant students, which includes the achievement of students in relation to state academic content and achievement standards

(cf. [6011](#) - *Academic Standards*)

(cf. [6162.5](#) - *Student Assessment*)

(cf. [6162.51](#) - *Standardized Testing and Reporting Program*)

(cf. [6162.52](#) - *High School Exit Examination*)

(cf. [6175](#) - *Migrant Education Program*)

2. Schoolwide reform strategies that:

- a. Provide opportunities for all students to meet the state's proficient and advanced levels of achievement
- b. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the school's core academic program, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations

(cf. [5148.2](#) - *Before/After School Programs*)

(cf. [6111](#) - *School Calendar*)

(cf. [6112](#) - *School Day*)

(cf. [6177](#) - *Summer School*)

TITLE 1 PROGRAMS
Instruction AR 6171(b)

- c. Include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting state achievement standards who are members of the target population of any program that is part of the schoolwide program

Such strategies may include counseling, student services, mentoring services, college and career awareness and preparation, and the integration of vocational and technical education programs.

(cf. [5149](#) - *At-Risk Students*)
(cf. [6030](#) - *Integrated Academic and Vocational Instruction*)
(cf. [6164.2](#) - *Guidance/Counseling Services*)
(cf. [6164.5](#) - *Student Success Teams*)

- d. Address how the school will determine if student needs have been met
- e. Are consistent with and designed to implement state and local improvement plans, if any

(cf. [0520.2](#) - *Title I Program Improvement Schools*)
(cf. [0520.3](#) - *Title I Program Improvement Districts*)

3. Instruction by highly qualified teachers

(cf. [4112.24](#) - *Teacher Qualifications Under the No Child Left Behind Act*)

4. High-quality and ongoing professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians to enable all students in the school to meet state academic achievement standards

(cf. [4131](#) - *Staff Development*)
(cf. [4222](#) - *Teacher Aides/Paraprofessionals*)
(cf. [4231](#) - *Staff Development*)
(cf. [4331](#) - *Staff Development*)

5. Strategies to attract high-quality, highly qualified teachers to high-need schools

(cf. [4111](#) - *Recruitment and Selection*)

6. Strategies to increase parent involvement

(cf. [5020](#) - *Parent Rights and Responsibilities*)
(cf. [6020](#) - *Parent Involvement*)

TITLE 1 PROGRAMS
Instruction AR 6171(c)

7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

(cf. 6300 - Preschool/Early Childhood Education)

8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program
9. Activities to ensure that students who experience difficulty mastering the proficient and advanced levels of academic standards shall be provided with effective, timely additional assistance, which shall include measures for timely identification of students' difficulties and provision of sufficient information on which to base effective assistance

(cf. [6179](#) - Supplemental Instruction)

10. Coordination and integration of federal, state, and local services and programs

Document Attachments

[SSC Minutes 5-26-2011](#)

[SSC Singature 5-26-2011](#)

[SSC update](#)