

The Single Plan for Student Achievement

Redlands East Valley High School

School Name

2016-2017

Implementation Date

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CDS Code

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

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The District Governing Board approved this revision of the School Plan on February 14, 2017.

Redlands East Valley High School
Single Plan for Student Achievement

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School Vision and Mission

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

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

Through a process with the leadership, focus groups, and home groups, and a student group (Link Crew) the ESLR's were re-written and renamed Schoolwide Accepted Goals (SWAG). Schoolwide Accepted Goals (SWAG)

At Redlands East Valley High School students will demonstrate:

- Learning and Thinking Skills
- Communication Skills
- Life and Career Skills

School Profile

In 1997 Redlands East Valley High School opened its doors as the second comprehensive high school in Redlands, California. Redlands East Valley (REVHS) was designed to accommodate the increased student population of Redlands, Mentone, and East Highlands and started with 2059 students. REVHS was built to be on the cutting edge of technology, and it remains one of the most advanced schools in the Inland Empire.

Redlands is a residential community located 65 miles east of Los Angeles. The Redlands Unified School District encompasses the city and a considerable area of unincorporated county territory around the city. The population of Redlands is approximately 71,000 with the outlying areas increasing our school district population to approximately 100,000 inhabitants. Small businesses, professional, managerial, supervisory, and sales positions are the main areas of business within the community. The communities served by Redlands East Valley High School are diverse and offer a rich tapestry of cultures. Located in the city of Redlands is the University of Redlands, a private university. We also have a number of community colleges, state colleges, and private four-year colleges located within 25 miles of our community.

The district educational system includes a K-12 program, Alternative Education and Adult Education. The total district population is 21,233 students and encompasses 147 square miles. RUSD serves the communities of Redlands, Loma Linda, Mentone, Forest Falls, and portions of San Bernardino and Highland. School sites include four 9-12 high schools (three comprehensive high schools and one continuation high school), four middle schools, and sixteen elementary schools. REVHS has a current enrollment of 2,236 students.

The staff at Redlands East Valley High school includes 113 certificated staff, 64 classified staff, and 4 ROP teachers. The REVHS leadership team includes the principal, three assistant principals, five counselors, four

teachers-on-assignment in charge of Boys Athletics, Girls Athletics, and ASB activities, one head counselor, one librarian, and thirteen department chairs.

REVHS operates on a modified block schedule. Students may attend up to six classes on Monday, Tuesday, and Friday. Wednesday and Thursday are block days where students attend three periods each day with an extended time for classroom instruction and student intervention. Teacher collaboration time is built into the Tuesday schedule with a late-start for students.

In the spring of 2012, Redlands East Valley received a six-year accreditation from the Western Association of Schools and Colleges. In 2015-2016, we had a one day visit to review the recommendations made by the visiting team. We received seven commendations and no additional recommendations. In the spring of 2015, REVHS received the Gold Ribbon Award in recognition of our AVID program. Prior to transitioning to CAASPP, Redlands East Valley High School earned an API of 812.

A total of 225 credits are required for graduation. Course requirements include four years of English in grades 9-12, three years of social studies, two years of science, two years of physical education, two years of math (one year must be Algebra I or Integrated Math I), one year of fine arts or foreign language, and one semester of health. Students must also pass the California High School Exit Exam. Three different grade point averages appear on our transcript. Total GPA includes all classes, grades 9-12, with + or – used to determine the average. Academic 9-12 and Academic 10-12 excluded the physical education and non-academic courses. Academic GPA gives a weighted value to Advanced Placement and Honors classes; however no weighted value is given for any grade below a “C-.”

Based on a self-reported survey, 40.6% of 2016 seniors were accepted to and planned on attending a 4-year university or college while 37.1% planned to attend community college, 1.8% planned on attending a vocational or technical school, and 5.02% reported plans on joining the military.

Redlands East Valley High School provides a full complement of activities to its students. The athletic program, contest speech, choral and instrumental programs, drama, newspaper, yearbook, student government, academic decathlon, and mock trial are active and thriving programs on campus. We have 33 active clubs which offer a variety of interest areas for students. Some students join only one club, while others are involved in a number of clubs and co-curricular activities. There are approximately 1300 students involved in at least one extra-curricular or co-curricular activity.

All juniors at Redlands East Valley participated in the CAASPP in the spring of 2016. REVHS achieved above the state and county averages in Math and English Language Arts/Literacy.

CAASPP (Standard Met and Standard Exceeded)

ELA Math

REVHS 74	43
District 59	44
County 53	25
State 59	33

Educational Testing Service computed SAT and ACT summaries for Redlands East Valley this past year. 253 students took the SAT and 113 students took the ACT the results are as follows:

ACT

English	Math	Reading	Science	Composite
REVHS 22.6	23.2	23.8	23.4	23.3
State 22.1	22.7	22.9	22.1	22.6

SAT

Critical Reading	Math	Writing
REVHS 507	513	495
State 491	500	485
National 494	508	482

Redlands East Valley High School participates in the Advanced Placement Program. In 2016 we administered 841 exams to 412 students. We tested in the following areas:

Exam	Percent Passed	Total Exams
Language and Composition	54	135
Literature and Composition	60	90
Comparative Government and Politics	100	2
European History	42.6	82
Human Geography	100	7
Macroeconomics	50	2
Microeconomics	40.4	42
Psychology	87.5	32
United States Government and Politics	47.9	48
United States History	62.3	85
Calculus AB	14.2	21
Calculus BC	92.6	41
Statistics	34	47
Biology	74.1	93
Chemistry	37.1	35
Environmental Science	40	15
Physics C: Electricity and Magnetism	58.8	17
Physics C: Mechanics	75	16
Spanish Language and Culture	89.6	29
Chinese Language and Culture	100	2

California has just started the process of engaging our education community and stakeholders in the development of the ESSA State Plan, which becomes operational in the 2017–18 school year. It is anticipated that the ESSA State Plan will be presented to the California State Board of Education (SBE) by January 2017. This

Transition Plan outlines how California will facilitate an orderly transition during the 2016–17 school year to fully implement ESSA in the 2017–18 school year, when the ESSA State Plan becomes operational.

Until the provisions for the ESSA State Plan are implemented, the conditions for Essential Program Components (EPC) of NCLB will be used to discuss and develop findings that characterize the instructional program at this school for students.

School Based Coordinated Programs (SBCP)

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

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

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

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

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

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

All students take common assessments which are designed to give teachers valuable information regarding their mastery of the standards. REV has implemented the use of data teams to evaluate student progress and develop strategic and timely interventions. We have built in an intervention period on block days when students can receive additional support and re-teaching of standards that have not been mastered. This small group, targeted intervention allows students and teachers an opportunity to gain a deeper understanding of key skills and concepts in the curriculum.

English Learners are provided access to the core curriculum in addition to an EL support class. Our ELD class focuses on developing and improving English proficiency levels. In 2013-2014 we implemented a new intensive curriculum designed to move long-term EL's to higher levels of proficiency on the CELDT test and eventual redesignation as R-FEP. English Learners have additional support from classroom teachers and our EL coordinator.

Special Education students receive SAI support (Specialized Academic Instruction) where appropriate. Special education students receive an annual IEP and may also receive additional support from school psychologist, speech therapist, school nurse, and paraprofessionals. REV also supports students through the development and implementation of 504 plans and SST's when appropriate.

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

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

Comprehensive Needs Assessment Components

A. Data Analysis

See Section VI

B. Surveys

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

C. Classroom Observations

Classroom observations are completed by the school administration on a regular basis to ensure that students are receiving the core academic program. These observations are either formal for teacher evaluations or through administration walk-throughs which are short appearances by administration on a random basis to again ensure students are learning. A main focus of this year's walk-throughs is to observe the implementation of common core teaching strategies and lessons to ensure students are prepared for the transition to the CCSS. We are focused on three main goals this year in all core areas: 1) Fidelity to the Scope and Sequence, 2) Focus on Informational Text , and 3) Conceptual Understanding. This year the four administrators will be facilitating instructional conversations with all teachers.

D. Student Work and School Documents

Student work can be addressed with the classroom teacher. Many classroom teachers have student work posted and displayed in the classroom. Many teachers have crates or folders holding student work. Each student has an electronic portfolio which is updated each year through English classes. and passed on to the following year's teacher. Specific school documents may be found on the school website or in the school office.

E. Analysis of Current Instructional Program

See Section V

Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
Redlands East Valley High School uses the following types of assessments and data to modify instruction to improve student achievement:

- Illuminate reports for district assessments to review results to modify instruction.
- Illuminate reports for common, formative assessments in math, science, social studies, and English. Throughout the year, 14 subject areas implement and analyze the results of their specific assessments.
- AP reports
- SAT results
- CELDT results
- CAASPP Data

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Redlands East Valley High School uses the following types of assessments and data to modify instruction to improve student achievement: Data Director reports for schoolwide, grade level, and subject area analysis.

- Illuminate reports for district assessment to review results to modify instruction
- AP reports
- SAT results
- Common, formative assessment data

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

Instruction is provided by highly qualified teachers and paraprofessionals as outlined in the NCLB requirements.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

RUSD does not participate in AB75; however, does provide ongoing principal training through Administrative workshops and Secondary Principal's meetings. Current training consists of direct instruction, instructional conversations, data analysis, curriculum alignment, professional learning communities, common assessments, and a new administrator training module.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

- All teachers are appropriately credentialed in their current teaching positions. For those few holding short term credentialed status and who are working toward clearing their appropriate professional credential, the District is providing direction and support.
- Jane Schaffer writing program inservice
- WASC inservice days
- Common Formative Assessment training days
- Differentiated instruction training
- Collaboration days every Tuesday (late start - 7:15-8:30)

- AVID Teaching Strategies
- BTSA
- Thinking Maps Trainer of Trainers
- Professional Development: Cultivating Rigor
- Professional Development: Effective Collaboration
- Professional Development: Common Core Teaching Strategies for Math and ELA teachers including the implementation of new scope and sequence.
- Professional Development: AVID strategies and Common Core in Social Studies
- Professional Development: Thinking Maps Implementation

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

At the beginning of every school year, during PLC's collaboration time, data is given to teachers regarding CAASPP results and standards based semester exams. Teachers meet within their departments and subject areas to analyze data and provide each other with teaching strategies. Core subject areas have established common assessments that are standards based and the data from these assessments is used to guide instruction. Collaboration time for PLC's is provided every Tuesday (7:15-8:30). As a focus in the 2015-2016 school year teachers were provided with instructional strategies that will assist them in transitioning to the Common Core State Standards. As we continue to move in to Common Core we have provided professional development strategies in Thinking Maps and AVID strategies. We continue to train staff in these areas in the 2016-2017 school year and are offering additional support to build on the strategies already in place.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

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

8. Teacher collaboration by grade level (EPC)

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

Teaching and Learning

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

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

11. Lesson pacing schedule (EPC)
 - Scope and sequences are developed for every subject area after the respective textbook adoption. The scope and sequence is analyzed yearly and updated as needed.
 - Scope and sequences are also developed for some non-core and elective classes; these are updated yearly as needed.
 - REV has implemented new Common Core Scope and Sequence in the Math and English classes. Other core areas continue to implement common core teaching strategies to support the transition to CCSS. This includes professional development in Smarter Balance testing.
 - Expert groups have been created at the District level to develop supplemental materials and develop an intensive training for teachers.

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

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

- Credit Recovery

Opportunity and Equal Educational Access

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

Paraprofessionals are in all Special Education classrooms with special education students.

All teachers are CLAD trained.

TOA support for new teachers

Functional Algebra

Summer School

Credit Recovery classes

Math Review classes to support Integrated math curriculum

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

- Media center subscribes to a number of on-line services
- Benchmark research papers in all levels of English
- Benchmark research project in Social Studies
- Benchmark research projects in geometry, Algebra I, Algebra II and Trigonometry
- REV Writing Program with support from co-curricular areas
- Training in research-based instructional strategies: Cornell Note-taking, jigsaw, reciprocal teaching, Socratic Seminar
- "Whatever It Takes" program - the DuFour model

16. Opportunities for increased learning time (Title I SWP and PI requirement)

REV implemented the Whatever It Takes (WIT) program in August 2009. Students who have a combination of low test scores on state assessments and grade in the course stay in class 25 minutes a mandatory intervention time with their teacher. This occurs twice a week on Wed./Thurs. block days (see current bell schedule).

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

NA

Involvement

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

- School Website
- Parent Portal: Daily access to grades, assignments, teacher comments, student attendance
- Weekly Grade reports for teachers to sign
- Progress reports
- Parent nights
- Back to School night
- IST, IEP meetings
- Pre-expulsions and behavior/substance abuse contract
- Peer tutoring

- Counseling visits

19. Strategies to increase parental involvement (Title I SWP)

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

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

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

Funding

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

- REV writing program materials
- Common Assessment materials
- Curriculum materials in all subject areas
- Supplemental materials in EL classes
- Technology support

22. Fiscal support (EPC)

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

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 8	1		0		0		0.0	
Grade 11	479	509	465	500	462	500	97.1	98.2
All Grades	480	509	465	500	462	500	96.9	98.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 8	*		*		*		*		*	
Grade 11	2615.4	2635.0	27	35	37	40	25	17	11	9
All Grades	N/A	N/A	27	35	37	40	25	17	11	9

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 8	*		*		*	
Grade 11	32	40	56	50	12	10
All Grades	32	40	56	50	12	10

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 8	*		*		*	
Grade 11	38	44	47	45	14	11
All Grades	38	44	47	45	14	11

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 8	*		*		*	
Grade 11	24	30	61	61	15	9
All Grades	24	30	61	61	15	9

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 8	*		*		*	
Grade 11	30	48	59	44	11	8
All Grades	30	48	59	44	11	8

Conclusions based on this data:

1. Reading needs to be a primary focus, specifically reading Informational Text.
2. 11th Grade ELA scores were the highest in the district.
3. REV students scored higher than the county and state average on the 2016 CAASPP.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 8	1		0		0		0.0	
Grade 11	479	509	462	499	456	497	96.5	98
All Grades	480	509	462	499	456	497	96.3	98

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 8	*		*		*		*		*	
Grade 11	2580.9	2597.7	13	14	20	29	27	27	39	30
All Grades	N/A	N/A	13	14	20	29	27	27	39	30

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 8	*		*		*	
Grade 11	24	26	35	38	41	36
All Grades	24	26	35	38	41	36

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 8	*		*		*	
Grade 11	17	20	47	52	36	28
All Grades	17	20	47	52	36	28

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 8	*		*		*	
Grade 11	15	17	59	61	26	22
All Grades	15	17	59	61	26	22

Conclusions based on this data:

1. Integrated Math is a transition for students. We need to continue to focus on implementing Common Core strategies into all math classes, both traditional and integrated.
2. Our primary focus is Conceptual Understanding. These skills will transfer to the other two claims.
3. REV Math students scored higher than the county and state average on the 2016 CAASPP.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	80	69	88
Percent with Prior Year Data	98.8%	98.6%	100.0%
Number in Cohort	79	68	88
Number Met	54	44	68
Percent Met	68.4%	64.7%	77.3%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	11	73	13	62	13	77
Number Met	--	44	4	37	6	57
Percent Met	--	60.3%	30.8%	59.7%	46.2%	74.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Conclusions based on this data:

1. RUSD EL students met or surpassed all expectations for AMAOs I and II. We need to continue to monitor their progress and work on vocabulary development and writing skills.
2. RUSD EL students met all expected proficiency growth in Mathematics.
3. English mastery as evidenced with state assessment is an area we need to continue to focus our efforts for our EL students, particularly in the area of Academic Vocabulary and writing.

VI. School and Student Performance Data (continued)

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1694	1535	1,675
Percent with Prior Year Data	99.3	99.9	99.9
Number in Cohort	1682	1533	1,674
Number Met	1080	946	1,102
Percent Met	64.2	61.7	65.8
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1188	773	1168	666	1,152	742
Number Met	388	427	384	355	417	461
Percent Met	32.7	55.2	32.9	53.3	36.2	62.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

- REV continues to meet our AMAO 1 and AMAO 2 goals. We need to continue to focus on our EL students meeting the proficiency goal for English-Language Arts as this is the only element of goal that we are not currently meeting.

School and Student Performance Data (continued)

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9		8	17	41	46	55	41	33	14	9	4	7	9	8	7
10	10	26	18	55	26	57	30	37	11	5	11	7			7
11	36	27	32	46	40	50	18	33	14			5			
12	10	45	11	30	27	44	50	27	44				10		
Total	16	23	20	45	36	53	31	33	16	4	4	6	4	3	5

Description of Barriers and Related School Goals

Lack of funding sources has resulted in the following:

- a. Fewer support staff - security/custodians
- b. Loss of 9th grade English class size reduction program
- c. Loss of on site San Bernardino County Deputy SRO
- d. More students have requested help with purchasing gym clothes, senior portfolio notebooks, general school supplies, SAT/ACT fee waivers, AP fee reductions from the \$90 per test to \$56 for free/reduced lunch students.
- e. Many students utilize our "Angel's Closet" portable in the T-wing where we house school clothes, Homecoming dresses/suits.
- f. Higher ratio of Students to counselors
- g. Elimination of Adult Education
- h. Higher number of students classified as "homeless" and requiring assistance with food and basic necessities.
- i. Funding for aging technology and classroom equipment. Including the cost of textbooks for AP courses, upgrading computer labs, Library computers, and Career Center Computers, and replacing aging technology in classrooms.
- j. Deferred maintenance cost on facility including swamp coolers in gym, carpeting in several classrooms and common areas

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College & Career Readiness	
LEA GOAL:	
LCAP Goal 3: Provide extended teacher training and support for Common Core mathematics implementation	
LCAP Goal 4: Improve and strengthen career pathway programs at the high schools	
LCAP Goal 5: Provide teacher training strategies specific to sub-group success.	
SCHOOL GOAL #1:	
Provide students with rigorous curriculum and coursework to prepare them for college and careers.	
Data Used to Form this Goal:	
2016 SBAC	
Findings from the Analysis of this Data:	
Our students performed 74% met or exceeded the standard in ELA and 43% met or exceeded the standard in Math. We improved in each area by 10%. We will continue to improve by at least 2% in each area.	
How the School will Evaluate the Progress of this Goal:	
Common assessment data, CAASPP data, Graduation rate	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Task 1: Participate in professional development to learn about the strengths and weaknesses of collaboration models in secondary education. a. Acquire necessary resources for implementation b. Attend professional development	2016-2017	Department Chairs in Core Subject Areas Teachers in Core Subject Areas TOA's	Transportation Conferences Educational Materials/Supplies Duplicating	None Specified	SSP	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>presented at the site level provided by the district office regarding effective models of collaboration.</p> <p>Objective 1: Fidelity to the Scope and Sequence Documents. Become familiar with CCSS by working with trainers, administration, TOAs and colleagues. Revise Common Assessments Action Plan Protocols to include discussion of CCSS, Participate in training regarding CCSS and implement strategies as appropriate.</p>		Data Team Leads Administration	Professional Development Pre-Service Days	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	District Funded	1500 3000
<p>Task 2: Continue to implement Scope and Sequence Documents with fidelity based on common core standards and newly adopted curriculum.</p> <ul style="list-style-type: none"> Participate in district committees to provide feedback regarding Scope and Sequence and pacing. Work with elective, social science, science, and CTE colleagues to integrate College and Career Readiness Standards. Participate in training regarding new scope and sequence documents. Participate in professional development training for Thinking Maps and AVID strategies to provide students with the necessary tools for success. Participate in ELA trainings on new Scope and Sequence and 	2016-2017	ELA, Math, Science, and Social Studies Teachers TOA's District Support Personnel-Ed. Services	Conferences Substitutes In-service/Training Professional Development Release time for Collaboration/Planning Instructional Materials	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount
<ul style="list-style-type: none"> implementation of new curriculum and writing for 9-11 grade ELA Participate in district math academies and trainings for teaching informational text and conceptual understanding. 						
<p>Task 3: Continue to implement common assessments to determine progress on Common Core Standards.</p> <ul style="list-style-type: none"> Review CAASPP Data Participate on District teams to develop common formative assessments Implement common assessments a participate in data team protocols to analyze student performance. 	2016-2017	Department Chairs Teachers TOA's Administration District Personnel-Ed. Services	Duplicating Conferences Instructional Materials Release time for planning and collaboration Transportation	1000-1999: Certificated Personnel Salaries	SSP	3000
<p>Task 4: Continue the implementation of data teams</p> <ul style="list-style-type: none"> Work in Data Teams using pre instructional protocol and prior data to discuss upcoming standards and to plan instruction Work in Data Teams using Post-assessment protocol to analyze results from common assessments and to develop Action Plans describing 1) students needing reteaching 2) instructional strategies for proposed intervention, 3) logistics for reteaching, 4) time frame, etc. Participate (admin and teachers) in Data Teams 	2016-2017	Teachers Data Teams TOA's	Teacher release time for collaboration and planning Substitutes	1000-1999: Certificated Personnel Salaries	SSP	3000
				1000-1999: Certificated Personnel Salaries	SSP	4500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Participate in professional development regarding Data Teams to make on-going improvements to the work Obtain staff input at the beginning of each year in order to make revisions to the process and protocols as needed 						
<p>Task 5: Implement instructional strategies to ensure student mastery of Common Core State Standards</p> <ul style="list-style-type: none"> Continue to learn about and implement instructional strategies to improve student performance Continue professional development with Thinking Maps, AVID strategies, and Rigor Integrate into lesson plan objectives for both content and language development (integrate SDAIE strategies into lesson plans) Integrate instructional strategies based on unique needs of individual students, such as EL, IEP and 504 Continue walkthroughs, instructional conferences and teacher surveys to assess implementation progress Continue implementation of technology as feasible as well as professional development <p>* Allow for teacher release time to collaborate and plan for the use of instructional strategies</p> <p>*Use intervention time to reteach</p>	2016-2017	Teachers TOA's Administration	Instructional Materials Duplicating Release Time for Collaboration	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	SSP SSP	1000 1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
<p>students who need remediation on specific claims, assessment targets, and DOK leveled instruction</p> <ul style="list-style-type: none"> * Provide teacher release time to plan intervention lessons and discuss strategies to meet the needs of students scoring Not Met on assessments * Provide teacher training focused on scaffolding core materials and strategies to meet the needs of English Learners and Special Education students. 							
<p>Task 6: Maintain/increase a culture of college and career readiness</p> <ul style="list-style-type: none"> • Continue AVID classes for first generation college bound and minority students and increase the number of teachers implementing AVID strategies in core classes. • Continue to prepare students for Advance Placement classes; continue training for AP teachers; continue implementation of AP and honors classes as appropriate. Make AP and honors classes accessible for all students • Integrate document-based and free response activities across the curriculum • Integrate career related problem solving, research, data analysis, analysis, across the curriculum as it relates to the content area • Continue to provide students with training for test taking skills, 	2016-2017	<p>Teachers</p> <p>TOA's</p> <p>Department Chairs</p> <p>Administration</p> <p>Help Desk Technician (Technology)</p>	<p>Release time</p> <p>Substitutes</p> <p>Duplicating</p> <p>Instructional Materials</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	SSP	SSP	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount
<ul style="list-style-type: none"> including SAT and EAP tests; including but not limited to SAT prep classes • Provide time for vertical articulation to communicate expectations for higher level classes • Continue to implement competitive co-curricular activities such as Speech and Debate, Mock Trial, Academic Decathlon, Visual and Performing arts etc. • Meet new college and career readiness expectations • Work closely with CRYROP and the district to develop and implement CTE pathways for students including capstone classes • Provide information for classified staff regarding college and career readiness, Common Core standards and instructional strategies. 						
<p>Task 7: Continue to provide student support through counseling department and the Career Center</p> <ul style="list-style-type: none"> • Continue to implement college and career guidance education grades 9-12 • Research and implement ways to recover some of the career and college education lost with budget reductions • Implement strategies through which students demonstrate an 	2016-2017	AVID Coordinator AVID Site Team Counselors Teachers Club Advisors Career Center Personnel	Release time for staff Conferences Professional Development Instructional Materials Duplicating Tutors	1000-1999: Certificated Personnel Salaries	SSP	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
<ul style="list-style-type: none"> understanding of graduation information UC/CSU requirements Continue to implement Student Learning Plans that encourage and monitor all student to meet a-g requirements Continue College Fairs and other college exploration activities 			2000-2999: Classified Personnel Salaries	SSP	1000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English/Language Arts & Math
LEA GOAL:
LCAP Goal 3: All students will participate in a high quality K-12 instructional program aligned to State Standards including Common Core.
LCAP Goal 4: Increase the number of students successfully ready for college and career.
LCAP Goal 5: Provide teacher training strategies specific to sub-group success
SCHOOL GOAL #2:
Monitor and support all students at Nearly Met and Not Met standards on state assessments; monitor students in danger of not passing required courses for graduation.
Data Used to Form this Goal:
2016 SBAC
Findings from the Analysis of this Data:
Our students performed 74% met or exceeded the standard in ELA and 43% met or exceeded the standard in Math. We improved in both areas We will continue to improve in each area by at least 2%.
How the School will Evaluate the Progress of this Goal:
Results from common assessments, state assessments/CAASPP/End-of-Semester exams

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Task 1: Monitor student progress through formative and summative data <ul style="list-style-type: none"> Provide current or similar support structures to non-proficient students; Use personalized strategies to provide intervention for non-proficient subgroups 	2016-2017	Teachers Data Teams Administration Counselors Tutors	Conferences Duplicating Computer Hardware Release time for collaboration	1000-1999: Certificated Personnel Salaries	SSP	18675

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Provide embedded tutoring as appropriate • Utilize intervention for re-teaching of concepts • Continue to implement "checking for understanding" strategies • Use assessments that align with Smarter Balanced Assessments • Provide support classes such as Math Review to assist students in mastering standards in Integrated Math courses <p>* Provide specific intervention for Special Education and English Learner students to support growth in Common Assessments and State Testing</p>			Educational Materials EL Support	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	SSP District Funded	29062 3800
<p>Task 2: Continue support strategies to increase GPA, decrease the failure rate, and increase graduation rates</p> <ul style="list-style-type: none"> • Continue the Link Crew and AVID programs with a focus on academic achievement • Continue and implement common strategies that support students academically and behaviorally • Continue to implement organizational and other academic strategies such as note taking, notebook, etc. to prepare students for the rigor of high school and post high school work. Provide training to staff in these strategies. • Discuss student progress and develop team strategies to 	2016-2017	Link Crew Advisors and teachers AVID Advisor and site team Teachers Counselors Career Center Staff Tutors	Educational Materials and Supplies Conferences Substitutes Duplicating Release Time for Teachers	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF - Supplemental SSP	4000 12000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)	
				Type	Funding Source
<p>support academic and behavioral growth.</p> <ul style="list-style-type: none"> Provide professional development for teachers regarding needs of lower performing subgroups and the use of CCSS instructional strategies to support these students. Improve the use of intervention embedded in the school day. Continue credit recovery programs. Integrate instructional strategies to increase engagement and critical thinking. Research alternative academic intervention systems for low-performing students. Implement ideas as appropriate and economically feasible. Continue to provide credit recovery opportunities that allow students to have access to content required for graduation and college entrance. 					
<p>Task 3 - Continue to provide student support through the counseling department and career center.</p> <ul style="list-style-type: none"> Continue to implement college and career guidance education for grades 9-12. Research and implement ways to recover some of the career and college education lost with budget reductions. 	2016-2017	Counselors Career Center Staff Administration	Conferences Duplicating Educational Materials and supplies	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	6000 3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
<ul style="list-style-type: none"> Implement strategies through which students demonstrate an understanding of graduation information on UC/CSU requirements 			5000-5999: Services And Other Operating Expenditures	SSP	2000

Planned Improvements in Student Performance (continued)

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ELA/Language Arts and Math
LEA GOAL:
LCAP Goal 3: All students will participate in a high quality K-12 instructional program aligned to State Standards including Common Core.
LCAP Goal 5: Provide teacher training strategies specific to sub-group success.
LCAP Goal 6: Add support courses for mathematics at the secondary level.
SCHOOL GOAL #3:
Increase students' academic performance across the curriculum with fidelity to the implementation of the Common Core State Standards
Data Used to Form this Goal:
2016 CAASPP Data
Findings from the Analysis of this Data:
Our students performed 74% met or exceeded the standard in ELA and 43% met or exceeded the standard in Math. We improved by 10% in both areas. We will continue to improve in each area by at least 2%.
How the School will Evaluate the Progress of this Goal:
The leadership team will monitor the Action Plan goals through a yearly analysis of data, protocols from professional learning communities, teacher observations, instructional conferences, and adjustment to master schedule. The progress will be reported annually through school wide staff meetings, data teams , school report cards, Site Council, PTSA and parent newsletters.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Task #1: Implement instructional strategies that will increase the implementation of informational text across the curriculum</p> <ul style="list-style-type: none"> Continue to develop a systemic academic vocabulary across the curriculum Continue integration of strategies that support students access, comprehending and applying text of varying levels Continue implementation of note taking strategies, especially those that integrate critical thinking, reflection and summarizing (AVID strategies) Implement instructional strategies that will increase critical thinking and real-life application in the realm of CCSS. (Thinking Maps) Develop and implement text sets that support academic literacy. Continue and expand the use of AVID strategies and Thinking Maps to help students access difficult text. 	2016-2017	Teachers TOA's	Teacher Stipends Conferences Educational Supplies Duplicating Release time for Teachers Substitutes EL Support	1000-1999: Certificated Personnel Salaries SSP	SSP District Funded SSP SSP	3308 1400 3000
<p>Task #2: Implement instructional strategies that will increase students' ability to communicate, to organize and to apply knowledge in writing</p> <ul style="list-style-type: none"> Continue to learn about and implement strategies that increase students' ability to communicate in writing and to organize and apply knowledge (response to prompts and formal writing) 	2016-2017	Teachers TOA	Educational Supplies Duplicating Professional Development	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	SSP SSP	4000 4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Continue implementation of common writing module in 11th and 12th grade, as appropriate; implement CSU or other similar modules in 11th and 12th Fidelity to the scope and sequence in Math and English that will require students to read, write, and speak about real-world situations and apply problem-solving skills. 						
<p>Task #3: Implement instructional strategies that will increase critical thinking and conceptual understanding</p> <ul style="list-style-type: none"> Continue to implement lesson plans that include the integration of engagement strategies, highly structured practice and other strategies that increase engagement and rigor Participate in professional development including Thinking Maps and AVID regarding the development of critical thinking skills Provide release time for teachers to observe effective instructional strategies as they are implemented. Review and incorporate all DOK's into lesson objectives and questioning strategies Review information and expectations for "College and Career Readiness" and integrate strategies to build needed skills 	2016-2017	Teachers TOA's	Equipment for SBAC testing Computers Computer Tech	5800: Professional/Consulting Services And Operating Expenditures 2000-2999: Classified Personnel Salaries	SSP SSP	20000 39152

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount
<p>*Increase rigor in all core areas. *Work with staff on developing and implementing successful collaboration with teachers and in classrooms to promote higher level thinking *Implement strategies that will increase students' numeracy skills and conceptual understanding in mathematics</p>						
<p>Task #4: Implement strategies that will increase students' digital literacy</p> <ul style="list-style-type: none"> Provide teacher training on technology in the classroom <p>*Utilize laptops for student research and interactive classroom activities</p>	2016-2017	Teachers TOA's	Duplicating Computers Conferences	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	SSP SSP	2000 2000
<p>Task #5: Provide professional development to support objectives 1-4</p> <ul style="list-style-type: none"> Provide professional development including PLCs and Instructional Conversations regarding above strategies and work in PLCs to support integration of standards Work together to review and implement congruence of writing formats across content areas Continue walkthroughs and instructional conferences to provide support for teachers Revise strategies or provide professional development per surveys and walkthroughs 	2016-2017	Administrators TOA's Teachers District personnel support - Ed. Services	Conferences Professional Development Educational materials	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	SSP SSP	3000 3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Provide professional development opportunities in English and Math as teachers transition to common core. 						
<p>Task # 6: Implement instructional strategies that increase student's proficiency in Integrated Math curriculum and increase conceptual understanding</p> <ul style="list-style-type: none"> All math teachers will continue to learn about and implement instructional strategies that effectively increase student proficiency Continue to identify at-risk, on-target and advance students; identify and use strategies to meet the needs of each group so all students increase their level of math proficiency Continue to implement universal access materials to support student learning Provide support classes to increase student understanding of core curriculum. 	2016-2017	Math Teachers Math TOA	Instructional Materials Conferences Professional Development	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	SSP SSP	2000 2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>Task #7: Fidelity to the Scope and Sequence with implementation of Integrated Math curriculum</p> <ul style="list-style-type: none"> Implement CCSS steps describe in goal #1 including alignment of standards, common assessments, end-of-course exams and federal/state tests Implement instructional strategies as describe in Scope and Sequence Documents and as identified by Data Teams Learn about new Common Core Standards universal access materials as they become available 	2016-2017	Math Teachers TOA's	Instructional Materials Professional Development Conferences Transportation	4000-4999: Books And Supplies SSP	1000
<p>Task #8: Provide Professional Development</p> <p>Attend training and work on Data Teams to implement instructional strategies that increase students' abilities in mathematical practice:</p> <ul style="list-style-type: none"> Problem solving Reasoning Communication processes Application of mathematical ways of thinking to real world issue and the workplace Construction of sound mathematical arguments Conceptual Understanding Provide release time to teachers to observe effective strategies and plan for implementation Implement parent education nights that keep parents abreast 	2016-2017	Administrators TOA's District support personnel -Ed. Services	Educational Supplies and Materials Conferences Transportation	4000-4999: Books And Supplies SSP 5000-5999: Services And Other Operating Expenditures SSP	2000 1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount
<ul style="list-style-type: none"> of changes in curriculum and implementation of Common Core. Strategies from Objective #1 						
<p>Task #9: Continue to provide support classes and strategies to students below proficiency levels</p> <ul style="list-style-type: none"> Review and revise the math review class (as a support to Integrated Math I and Math II) as needed Continue to assess initial student placement in math classes and continue efforts to ensure effective placement 	2016-2017	Teachers Counselors TOA's	Educational Supplies Duplicating Conferences Transportation Release Time Substitutes Tutors	1000-1999: Certificated Personnel Salaries SSP	SSP	2000
				4000-4999: Books And Supplies	SSP	2000

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	6,700.00
LCFF - Supplemental	10,000.00
SSP	184,697.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,000.00
Goal 2	78,537.00
Goal 3	98,860.00

Recommendations and Assurances (Redlands East Valley High School)

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

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

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee


Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature

Signature
Signature
Signature
Signature
Signature
Signature
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

John Maloney

Typed Name of School Principal



Signature of School Principal

10/19/16
Date

Ed Berman

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/19/16
Date

School Site Council Membership: Redlands East Valley High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
John Maloney	X				
Maisie McCue	X				
Ed Berman		X			
Benjamin Dix		X			
Matt Fashempour		X			
Vanessa Fairbanks		X			
Duan Kellum		X			
Rosalba Schessler		X			
Julia Smith			X		
Elizabeth Warner			X		
Regina Carlin				X	
Ann Egger				X	
Ed Gomez				X	
Rosa Hernandez				X	
Teresa Parra Craig				X	
Joanie Schleicher				X	
Amber Chrest					X
Alyssa Duarte					X
Marc Gonzalez					X
Numbers of members of each category	2	6	2	6	4

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

Appendixes

Appendix A - School Accountability Report Card

SEE DISTRICT WEBSITE

Redlands Unified School District

Job Descriptions for Redlands East Valley High School

Position Name	Number of Employees	Description
EL Program Coordinator	one part time Coordinator	<p>to support EL students by:</p> <ul style="list-style-type: none"> Initial identification of EL students using State and District approved assessments Annual CELDT testing of EL students and related activities Assist in scheduling EL students into appropriate classes Attends district EL Coordinators meetings Provides support for classroom teachers working with EL students Plans and facilitates ELAC meetings and other informational meetings for EL parents and students
Computer Technician	One full time Computer Technician	<p>support at-risk student and to increase learning of all students by: The computer technician will maintain technology hardware, monitor, install, upkeep software and maintain internet schoolwide, maintain all computer labs and support staff knowledge.</p>
Student Workers	Student Workers	<p>to support at-risk student and increase learning of all students by: Assisting classroom teacher as directed. Tutor students who need extra support</p>
Office Assistant Language Support Program	One Part-time Office Assistant Language Support Program	<p>assist EL Program Coordinator by: Initiate and finalize the redesignation of EL students from the EL Program; maintain accurate student information in the District and schools' database; assist students in their initial adjustment period; assist the ESL Department Coordinator in the daily contact with students, teachers, counselors, other school and District staff, parents, and public; perform a wide variety of related clerical work in an organized and friendly manner, including such tasks as standard and statistical data entry, data processing, proofreading, checking, filing, recording of data, and compiling information for reports and summaries; regularly answer telephone, take messages, and serve as receptionist to visitors, district staff, students, parents, and/or community; provide callers with routine information and data; maintain a variety of alphabetical, numerical, and subject matter files and records; investigate, search, and locate sources of information; perform clerical functions using independent judgment referring only unusual matters to supervisors; assist in the orientation of student workers; type from rough drafts, notes, perform a variety of functions using District student database; compose routine letters and memoranda independently; maintain</p>

Position Name	Number of Employees	Description
		<p>financial and statistical records related to department budget spending; order warehouse requisitions as needed by department, prepare and submit requisitions on behalf of department teachers, receive, shelve, and distribute supplies; receive, sort, and distribute mail; make appointments; may be required to input and receive a variety of data and information using a computer; attend conferences and workshops when required; accompany students on field trips when required; and perform other duties as assigned.</p>

Appendix C - Library Plan
(Redlands East Valley High School)

Vision:

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

Description:

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

REV Media Center Program Goals:

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

Student Goals:

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

