



MT. DIABLO UNIFIED SCHOOL DISTRICT

Single Plan for Student Achievement

Pleasant Hill Education Center

School Name

07-61754-6114904

CDS Code

2010/2011

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Position: Principal

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[] The school certifies completion of updates to this plan.

Approved by MDUSD Program Administrator Jennifer Sachs on December 6, 2010.

Mount Diablo Unified School District

Single Plan for Student Achievement

Pleasant Hill Education Center

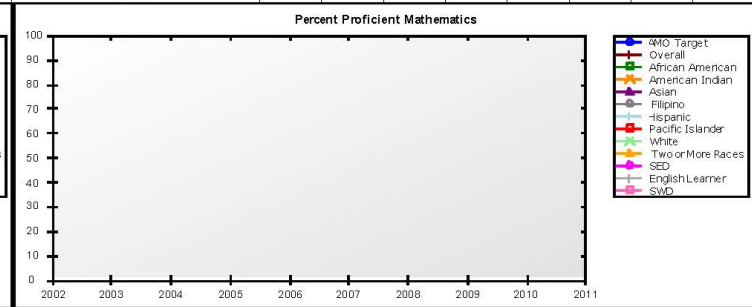
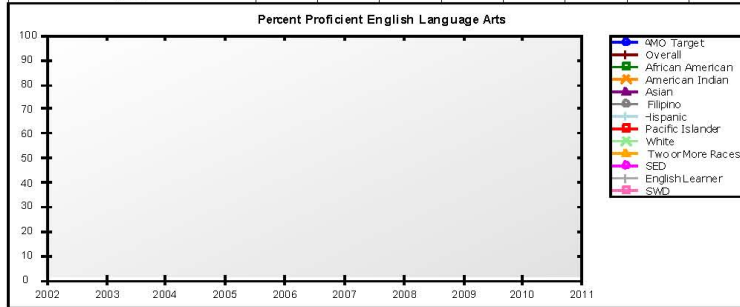
Check Line When Included in Plan	Requirements Index	Page No.
ACCOUNTABILITY PROGRESS REPORT		
<input type="checkbox"/> Included		
MDUSD PERFORMANCE TARGETS		
<input type="checkbox"/> Included		
SCHOOL-WIDE Planned Improvements In Student Performance (a-f)		
<input type="checkbox"/> Planned Improvement -		
SCHOOL-WIDE PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (g-l)		
<input type="checkbox"/> Planned Improvement		
GRADE LEVEL/DEPARTMENT PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE		
K-5th Grade		
<input type="checkbox"/> Grade Level/Subject/Department Planned Improvement		
6th - 8th Grade		
<input type="checkbox"/> Grade Level/Subject/Department Planned Improvement		
9th - 12th Grade		
<input type="checkbox"/> Grade Level/Subject/Department Planned Improvement		
SUPPLEMENTAL SUPPORT ACTIVITIES (S.S.A.)		
<input type="checkbox"/> Technology		
<input type="checkbox"/> Career Integrated Academics		
<input type="checkbox"/> GATE		
<input type="checkbox"/> Other		
PROGRAM ALLOCATIONS PAGE		
<input type="checkbox"/> Budget Allocation		
<input type="checkbox"/> Description of Centralized Services		
<input type="checkbox"/> Site to Centralized EIA Budget and Services		
COMMON PAGES		
<input type="checkbox"/> School Site Council Membership		
<input type="checkbox"/> English Language Advisory Committee Membership		
<input type="checkbox"/> Assurances (signature page)		
ACADEMIC PROGRAM SURVEY (APS)		
<input type="checkbox"/> www.mdusd.org		

2001 - 2010 Accountability Progress Report

Pleasant Hill Education Center - 07 - 61754 - 0735670

2001 - 2010 Academic Performance Index (API)																				
2001 - 2010 API Results	2000 - 2001 API Growth		2001 - 2002 API Growth		2002 - 2003 API Growth		2003 - 2004 API Growth		2004 - 2005 API Growth		2005 - 2006 API Growth		2006 - 2007 API Growth		2007 - 2008 API Growth		2008 - 2009 API Growth		2009 - 2010 API Growth	
	2001 Growth API	2001 Growth Point	2002 Growth API	2002 Growth Point	2003 Growth API	2003 Growth Point	2004 Growth API	2004 Growth Point	2005 Growth API	2005 Growth Point	2006 Growth API	2006 Growth Point	2007 Growth API	2007 Growth Point	2008 Growth API	2008 Growth Point	2009 Growth API	2009 Growth Point	2010 Growth API	2010 Growth Point
Overall																				
African American																				
American Indian																				
Asian																				
Filipino																				
Hispanic																				
Pacific Islander																				
White																				
Two or More Races																				
SED																				
English Learner																				
SWD																				

2003 - 2010 Adequate Yearly Progress (AYP)																				
Met All AYP Criteria?	2003	2004	2005	2006	2007	2008	2009	2010	Met Graduation Rate?	2003	2004	2005	2006	2007	2008	2009	2010			
	Annual Measurable Objectives (AMOs)	Percent Proficient English Language Arts								Annual Measurable Objectives (AMOs)	Percent Proficient Mathematics									
AMO Target	2003	2004	2005	2006	2007	2008	2009	2010	AMO Target	2003	2004	2005	2006	2007	2008	2009	2010			
Overall																				
African American																				
American Indian																				
Asian																				
Filipino																				
Hispanic																				
Pacific Islander																				
White																				
Two or More Races																				
SED																				
English Learner																				
SWD																				



= Met target
 = Did not meet target
 = Pending
 = Not Applicable

<http://www.keydatasys.com>

(Version : 1.4)

September 24, 2010

2003 - 2010 Accountability Progress Report

Pleasant Hill Education Center - 07 - 61754 - 0735670

	AYP English Language Arts																API								
	Participation Rate								Proficient Rate																
	2003	2004	2005	2006	2007	2008	2009	2010	2003	2004	2005	2006	2007	2008	2009	2010	2003 Growth	2004 Growth	2005 Growth	2006 Growth	2007 Growth	2008 Growth	2009 Growth	2010 Growth	
AMO Target																									
Overall																									
African American																									
American Indian																									
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White																									
Two or More Races																									
SED																									
English Learner																									
SWD																									

	AYP Mathematics																Graduation Rate								
	Participation Rate								Proficient Rate																
	2003	2004	2005	2006	2007	2008	2009	2010	2003	2004	2005	2006	2007	2008	2009	2010	2003	2004	2005	2006	2007	2008	2009	2010	
AMO Target																									
Overall																									
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SWD																									

= Met target
 = Did not meet target
 = Pending
 = Not Applicable

MDUSD PERFORMANCE TARGETS

MDUSD Performance Targets 2010-2011

Adopted by MDUSD School Board September 28, 2010

All district students will master the California standards for their grade level by the end of each school year.

Elementary Schools - these measurements are school-wide and for all significant subgroups:

Target 1: Academic Performance Index (API) - All schools will meet their annual school and significant subgroup State API targets.

Target 2: K-3 Reading - Over the next two years, increase the percentage of K-3 students scoring at rubric 3 (at grade level) and 4 on the district Reading Assessment Program (RAP).

- Currently if less than 40% of students are reading at or above grade level, increase by 10%
- Currently if between 40-70% are reading at or above grade level, increase by 6%
- If over 70% are reading at or above grade level, increase by 4%

Target 3: K-5 Mathematics - Over the next two years, increase the percentage of students scoring at the proficient level on the district benchmark or approved common assessments.

- If currently below 40% are proficient, increase by 10%
- If currently between 40-70% are proficient, increase by 6%
- If over 70% are proficient, increase by 4%

Target 4: All Elementary Schools under 800 API - Implement district benchmark assessments in language arts and math, and develop intervention plans based on the quarterly common assessment results.

Middle Schools - these measurements are school-wide and for all significant subgroups:

Target 1: Academic Performance Index (API) - All schools will meet their annual school and significant subgroup State API targets.

Target 2: Mathematics – Over the next two years:

Increase the percentage of 8th graders ready to move on to Geometry in 9th grade.

This will be measured by the percent of 8th graders receiving a B or better in Algebra 1 and passing the district-wide Algebra 1 final with a 70% or better:

- If currently below 40% are ready, increase by 10%
- If currently between 40-70% are ready, increase by 6%
- If over 70% are ready, increase by 4%

Decrease by 10% the number of 8th graders who move on to high school needing to take pre-Algebra in their freshmen year.

Target 3: All Middle Schools under 800 API - Implement district benchmark assessments in each core subject area and develop intervention plans based on the common assessment results.

High Schools- these measurements are school-wide and for all significant subgroups:

Target 1: Academic Performance Index (API)- All schools will meet their annual school and significant subgroup State API targets.

Target 2: California High School Exit Exam (CAHSEE)- Over the next two years, all high schools will improve their school-wide and significant subgroup CAHSEE pass rates for 10th graders in ELA and math by 6%, or they will achieve a 90% pass rate.

Target 3: Graduation Rates- Based on the State graduation rate data, all high schools will increase their graduation rate over the next two years by:

- If currently below 80%, increase by 8%
- If above 80%, increase by 5%
- If above 90, increase by 2%

Target 4: All High Schools under 800 API - Implement district benchmark assessments in each core subject area and develop intervention plans based on the common assessment results.

Target 5: Other Critical Measures - All comprehensive high schools will increase the following measures by 8% over the next two years:

Increase the percentage of graduating seniors who complete the UC a-g requirements, 2x2 articulated course work with local community colleges, or a career pathway program.

Increase the percentage of students who take the PSAT and SAT.

Increase the percentage of graduates who take an AP class and achieved a 3 or better on the AP test; pass a UC-CSU approved Community College (CC) course; or pass a CC course that leads to a specific AA degree.

Increase the number of AP classes or sections, or career pathway classes.

All K-12 Schools:

Target 1: English Proficiency

All English learners will gain one level on the CELDT each year, but will be allowed two years to move through the Intermediate level.

All English learners will be reclassified as fluent English proficient within six years of enrolling in our district.

Target 2: Attendance

All schools will improve average daily attendance (ADA) by 1% or maintain attendance of at least 97%.

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
c. Use of instructional strategies and materials to teach the content standards			
d. Professional development and professional collaboration to support the use of instructional strategies and materials			
e. Increased educational opportunity (within the instructional day)			
f. Extended learning time (beyond the instructional day/year)			

**SCHOOL-WIDE
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (g - l)**

School: Pleasant Hill Education Center

Year: 2010/2011

District Goal: All students will master the California standards for their grade level by attaining proficiency or better in reading and mathematics by the end of each year. All sites in MDUSD will reach an API score of between 800-1000 by 2013-2014.

Planned Improvement I

	Specific Actions/Strategies/ Steps	Who is Responsible	Target Dates	Budget Code(s)/ Funding Source	Evidence of Success
g. Environments conducive to learning					
h. Involvement of parents and community					
i. Auxiliary services for students and parents, including transition from preschool, elementary and middle school					
j. Means of on-going monitoring of the program, instructional strategies, and/or materials implementation					
k. Dissemination of results and recommendations: End-of-year reports and presentation to Schoolsite Council and other advisory committees					
l. Describe how the expenditures will supplement the core program and improve the academic performance of students					

GRADE LEVEL/DEPARTMENT
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (a - f)

School: Pleasant Hill Education Center

Year: 2010/2011

1. Planned Improvement for: _____ / _____
 Grade Level / Subject Area

English/Language Arts or Mathematics

Content Standard:
(e.g. Reading, Reading Comprehension, Writing, Number Sense, Mathematical Reasoning, etc.)

Student groups participating in this goal: All Students EL Economically Disadvantaged GATE Special Ed.
 Other Subgroup(s):

Current Reality:

Grade Level or Subject/Department SMART Goal:

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
a. Assessments and data utilized to measure progress toward school-wide goal and short-term academic objective(s)			
b. Alignment of school-wide goal and short-term objective(s) with essential learnings/content standards			
c. Use of instructional strategies and materials to teach the content standards			
d. Professional development and professional collaboration to support the use of instructional strategies and materials			

	Specific Actions/Strategies/Steps	Budget Code(s)/Funding Source	Evidence of Success
e. Increased educational opportunity (within the instructional day)			
f. Extended learning time (beyond the instructional day/year)			

SUPPLEMENTAL SUPPORT ACTIVITIES

School: Pleasant Hill Education Center

Year: 2010/2011

The content of the SUPPLEMENTAL SUPPORT ACTIVITIES (SSA) is based on identified needs in other areas of school improvement. Related expenditures are allowable if they achieve the purposes of the funding source and only supplement the program.

Describe the content area, description, and purpose of the supplemental support activity.

Goals	Specific Actions/Strategies/ Steps	Who is Responsible	Budget Code(s)/ Funding Source	Evidence of Success
<p>SSA.1: Technology Goals After analyzing the Ed Tech Profile Survey (CTAP) data, the following goals have been identified and will be implemented this school year:</p>				
<p>SSA.2: Career Integrated Academics (CIA) Goals</p> <ul style="list-style-type: none"> • Activities that support career awareness, exploration, preparedness • Curricula and instructional strategies – include information about the world of work • Collaboration with other organizations to expand students' awareness 				
<p>SSA.3: GATE Goals/Strategies Differentiation of curriculum and instruction to meet the special needs of students whose performance and/or capacity for performance significantly exceeds age or grade-level expectations.</p> <ul style="list-style-type: none"> • Appropriate pacing and challenge of curriculum • Enrichment beyond the core curriculum • Exploration of a particular area of interest • Opportunity for creativity • Development of skills in critical thinking, problem solving, divergent thinking, and independent learning 				

BUDGET ALLOCATIONS

School: Pleasant Hill Education Center

Year: 2010/2011

Description of the Specific Services to be Provided

1. Assist schools with program plan development, implementation, and evaluation.
2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.
3. Provide professional development and conference information.
4. Provide for parent education and involvement.
5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).
6. Maintain master file of records and correspondence regarding the Consolidated Application.
7. Assist with and maintain purchasing verifications and records.
8. Provide budget assistance for schools.
9. Assist with school plan revisions and amendments.
10. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.
11. Complete and submit district applications.
12. Conduct compliance reviews.
13. Maintain liaison with California Department of Education, County Office of Education, IHEs and other organizations.
14. Coordinate revision, amendments and correspondence with the California Department of Education.
15. Acquire materials for district-wide use.
16. Evaluate ELD/Bilingual personnel.
17. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.
18. Compare and align district curriculum with State standards and benchmarks.
19. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.
20. Coordinate District Advisory Committees.
21. District wide assessment and supplemental services for English learner students.
22. Supervision and evaluation of Instructional Media Assistants, Librarians, and elementary Music and Physical Education staff.
23. Provide specific reports and files related to district developed performance assessments.

(This is a partial list of services provided by the Curriculum and Instruction Department staff.)

**MT. DIABLO UNIFIED SCHOOL DISTRICT
ENGLISH LEARNER PROGRAM**

**Centralized Supplementary Direct Services To Schools
Provided By State EIA/LEP Funding**

1. Certificated and classified staff provide the following services:
 - a. Identify, assess, and report all students who have a primary language other than English.
 - o Administer the CELDT
 - o Administer the district's primary-language assessment
 - o Collate home language survey and assessment information, document on the student information form, file in student cumulative record file, send copies of all documents to Dent Center
 - o Enter student information in the district's student data-management system
 - o Collate into one report the following information on all the school's LEP and FEP students: language classification, language proficiency level, grade level, teachers, core content class placements (secondary)
 - o Complete the school's annual language census report for the California Department of Education
 - o Monitor LEP and FEP student cumulative records to assure that all documentation is complete
 - b. Notify the parents/guardians of English learners of the language assessment results, instructional placement, rights to request a parental exception waiver, and information on whom to contact at the school with questions.
 - o Written notifications are sent to the parent at the time of initial assessment
 - o Written notifications are sent to the parent at the time of annual assessment
 - o Parents are invited to attend an informational meeting where instructional options and the parental exception waiver procedures are explained and made available.
 - c. Continuously monitor English learners' language and academic development.
 - o Annually review each student's performance on STAR, CAHSEE , CELDT , RAP, district writing assessment, and class grade reports
 - o Determine if each student has made adequate progress
 - o Update each student's ELD History Form and file in the student's cumulative record, and distribute copies of the history form to the appropriate classroom teachers
 - o Collate and report data on student classroom academic performance quarterly (secondary) or at completion of each semester (elementary): Share information with principal and teachers and the Asst. Director, C & I
 - d. Implement a catch-up plan for English learners who are not making adequate language and academic development
 - o After completion of the annual review of student performance, identify students who are in need of immediate intervention
 - o For students needing intervention, assist administration and teachers in completing an individual intervention plan which specifies the specifics of the intervention, provide a copy to intervention teachers, and file a copy in the student's cumulative record file
 - o Assist school teaching staff in delivery of intervention instruction as per students' individual intervention plans
 - o Annually update the individual intervention form, distribute appropriately, and file in cumulative record
 - e. Conduct annual reclassification review
 - o Annually review each English learner's performance on STAR, CAHSEE, and CELDT to determine if he or she is ready for reclassification
 - o For students ready for reclassification: document reclassification recommendation on the appropriate form and send to C & I; send a letter to the parents informing them of their opportunity for input, attaching a copy of the documentation form
 - o Place all documentation in the student's cumulative record
 - o Inform teachers of reclassified students

- f. Monitor the continuous language and academic development of R-FEP students.
 - o Annually review each R-FEP student's performance on STAR, CAHSEE, CELDT, course grades
 - o Identify R-FEP students who are falling below the reclassification criteria for possible intervention
 - o Document this review on district forms and place copies in the students' cumulative record
 - o Send letter to parents informing them of the interventions; place a copy of the letter in the cumulative record
 - g. Monitor student placement in appropriate classes, as per district Comité Accountability plan
 - o Assure that students have been placed in ELD and SDAIE classes according to the master schedule and district EL Program guidelines
 - o Prepare semester placement reports to school and district administration
 - h. Provide primary-language support to English learners with limited English proficiency
 - o Provide preview and review of core-curriculum content in students' primary language
 - o Provide extended learning time for students in the primary language
 - o Assist the school in providing counseling and dissemination of information to students and parents
 - i. Provide support to classroom teachers of English language development
 - j. Purchase supplementary instructional materials for English learners
 - k. Provide professional development to teachers of English learners
 - o English language development
 - o Specially designed academic instruction in English. For example:
 - o Guided Language Acquisition Design (GLAD)
 - o Sheltered Instruction Observation Protocol (SIOP)
2. Texts and materials are purchased to supplement district adoptions.
 3. Teachers and administrators are provided professional development in instructional strategies, parental involvement, program implementation
 4. Translators assist schools in translating documents and interpreting at meetings and conferences
 5. Parents are provided with training in how to partner with teachers to increase the academic achievement of their students
 6. The school's English learner advisory committee receives training and support in carrying out its responsibilities

This is a partial list of centralized services provided by the Student Achievement and School Support Division.

**MT. DIABLO UNIFIED SCHOOL DISTRICT
Site to Centralized EIA/LEP Budget
2010/2011**

School: Pleasant Hill Education Center

Entitlement:

School Site Allocation%:

Site to Centralized%:

ELD resource teacher assigned to school	
Supplementary certificated classroom staff	
Supplementary instructional assistant staff	
Instructional books/materials	
Professional development	
CELDT Testing \$x English Learner Students	
ELAC/DELAC and other parental education and involvement	
Total:	

SCHOOL SITE COUNCIL (SSC) MEMBERSHIP

School: Pleasant Hill Education Center

Year: 2010/2011

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Katie Gaines	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
Numbers of members										

ENGLISH LEARNER ADVISORY COMMITTEE

School: Pleasant Hill Education Center

Year: 2010/2011

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date:

If your site has less than 21 English Language Learners, insert "NA" for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

ELAC Membership:

a. Principal/ Principal's Administrative designee:

1.

b. Five parents, elected by parents of English Learners:

1.

2.

3.

4.

5.

c. Two Staff members, elected by staff:

1.

2.

SCHOOL SITE COUNCILS/COMMITTEES ASSURANCES & RECOMMENDATIONS

School: Pleasant Hill Education Center

Year: 2010/2011

The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:

1. *The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.*
2. *The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.*
3. *The councils/committees have reviewed the content requirements for school plans or programs included in this Single Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.*
4. *The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.*
5. *The councils/committees have a list of members of each school-level council or committee available at the school.*

This Single Plan for Student Achievement is based upon 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. **The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.**

The School Site Council adopted the Single Plan for Student Achievement on:		

		Council Approval Date
_____	_____	_____
Typed Name of Chairperson	Signature	Date

If Applicable		
The English Learner Advisory Committee reviewed the SPSA on:		

		Committee Approval Date
_____	_____	_____
Typed Name of Chairperson	Signature	Date

If Applicable		
School Advisory Committee:		
	_____	_____
	Committee Name	Committee Approval Date
_____	_____	_____
Typed Name of Chairperson	Signature	Date

If Applicable		
School Advisory Committee:		
	_____	_____
	Committee Name	Committee Approval Date
_____	_____	_____
Typed Name of Chairperson	Signature	Date

Katie Gaines		
_____	_____	_____
Typed Name of Principal	Signature	Date