

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **iHIGH VIRTUAL ACADEMY** SCHOOL

2011-12

37-68338-0120410
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: MacIntyre, Patty
Contact Person: MacIntyre, Patty
Position: Principal
Telephone Number: 619-209-4593
Address: 2375 Congress St., San Diego, CA 92110
E-mail Address: pmacintyre@sandi.net

The following items are included:

- Recommendations and Assurances (*submit 2 original R & A's - each with original signatures*)
- Data Reports
- SPSA Assessment
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact
- SARC

Board Approval: (*December 13, 2011*)

SAN DIEGO UNIFIED SCHOOL DISTRICT

SW



San Diego Unified School District
Office of Accountability
Monitoring and Accountability Reporting Department

2011-12 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: iHigh Virtual Academy

DUE on October 14, 2011

SITE CONTACT PERSON: Patricia MacIntyre, Principal

PHONE: 619-209-4593

FAX: 619-209-4564

E-MAIL ADDRESS: pmacintyre@sandi.net

Check the appropriate box

TITLE I PROGRAM IMPROVEMENT

TYPE OF SITE PLAN (check the appropriate box):

SPSA SIG/QEIA

QEIA IS

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

BE SURE TO COMPLETE THIS SECTION AND CHECK ALL THAT APPLY TO YOUR SITE

- English Learner Advisory Committee (ELAC)
- Community Advisory Committee for Special Education Programs (CAC)
- Gifted and Talented Education Program Advisory Committee (GATE)
- Site Governance Team (SGT)
- Other (list): ILT

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: 10-12-11

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these assurances were signed in San Diego, California, on the date(s) indicated.

Patricia C. MacIntyre
Typed Name of School Principal

Patricia C. MacIntyre
Signature of School Principal

10-7-11
Date

Patricia A Myers
Typed Name of SSC Chairperson

Patricia A Myers
Signature of SSC Chairperson

10-7-11
Date

Nellie Meyer
Typed Name of Area Superintendent

Nellie Meyer
Signature of Area Superintendent

10/13/11
Date

Submit Document With Original Signatures To:
The Monitoring and Accountability Reporting Department
Eugene Bruckner Education Center, Room 3126

DUE on October 14, 2011

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

Legal Requirements for the SPSAEC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's ConApp process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures. SPSA requirements are also included in the Categorical Program Monitoring process.

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

iHigh Virtual Academy is an online independent study high school, located adjacent to the Fremont/Ballard Parent Center in Old Town. The iHigh program is designed to help decrease the District's drop-out and out-of-district transfer rates by providing a rigorous, interactive, college-prep curriculum that combines the flexibility of 24/7 online access with daily face-to-face and remote instructional support from highly-qualified SDUSD teachers.

iHigh was established as an official public high school in August 2009, opening with 32 fulltime students in grades 9 through 12. The program currently serves approximately 60 full-time students, as well as approximately 500 dually-enrolled (part-time) students from across the district. In addition to the main campus at Fremont/Ballard Center, iHigh maintains a satellite campus (science and PE labs) at the former Old Town Historical Program site. iHigh students enrolled in Biology, Physics, Chemistry and Earth Science courses attend weekly science labs at this site. Students enrolled in PE attend weekly PE labs here as well.

iHigh's flexible pacing and individualized instruction attracts students with a variety of special needs, including: students with medical conditions who have trouble sitting in a classroom for six hours per day; student athletes who travel extensively during their sports season; professional actors who need to accommodate auditions, rehearsals and performances; students who work during the day and do their coursework in the evenings; and students who are seeking a small-school environment with individualized pacing and academic support.

The iHigh mission is that all students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career, in order to lead and participate in the society of tomorrow. To succeed in iHigh's challenging academic program, students learn to be self-motivated and self-directed. They learn to be efficient time managers and develop effective communication skills using a variety of electronic media. Students develop their curiosity and confidence through daily online interactions with instructors as well as with classmates.

The iHigh Instructional Leadership Team, with input from School Site Council, developed the 2011-2012 SPSA with a focus on the instructional needs of 60 fulltime students, including one English Learner, one student with a 504 plan and two students with IEPs. Unlike many schools, which serve a

local geographical community, our student/parent community covers a wide geographical area (from Imperial Beach to Coronado to El Cajon). Seven iHigh students (12% of fulltime enrollment) are currently attending on interdistrict transfers.

PROCESS FOR MODIFYING THE SPSA

The Instructional Leadership Team (ILT) that developed the initial plan includes six teachers, one administrative aide, one head counselor and the principal. The School Site Council (SSC), including three parents and three students, discussed and revised the plan during the April 2011 meeting. The SSC conducted a final review and approval during the May 2011 meeting.

The SPSA goals and strategies currently listed are based on 2011 CST achievement data and 2011 CAHSEE results. A challenge in analyzing our CST data is that we have a small student population. An asterisk (*) appears on many of our CST reports from CDE, in order to protect student privacy when ten or fewer students have valid test scores. Several grade levels for the various CSTs had fewer than ten students testing in 2011. Data Director reports were used to provide additional details related to CST and CAHSEE results.

The ILT and SSC will continuously monitor and revise the plan throughout the year to address the emerging needs of iHigh students. Our goals will be guided by our 2011 CST and CAHSEE results, as well as quarterly benchmark data.

CHANGES TO THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

Our SMART goals reflect growth estimates of between 2% and 5% over our baseline targets in English Language Arts and Math from 2010-11. For 2011, we improved from 64% proficient to 75% proficient in English Language Arts. While our overall Math scores also improved, from 6% proficient to 11% proficient, our math scores are dismally low. Math was a main focus area in 2010-2011 and will continue to be a critical area for intervention and improved academic achievement in 2011-12.

We do not have an English Learner goal this year, as the result of being advised by the Monitoring and Accountability Reporting Department staff that it is not needed. This is because we only have one English Learner, who has tested at the Advanced level on the CELDT. Our online curriculum is currently only available in English, so students must be proficient in English in order to access the curriculum. Therefore, the English Learner goal was determined to be not applicable to iHigh.

Attendance credit for independent study students is based on quantity of work completed, as per independent study law. Our student attendance goal for 2010-11 was 92%, although our actual percentage for the year hovered around 80%. We are working on team strategies for maintaining student attendance rates at or above 92% in 2011-12.

During 2010-11, we made significant progress in increasing student involvement by offering a variety of extracurricular activities. These included community service projects (such as Habitat for Humanity) as well as school spirit days and student-staff sports competitions. We plan to continue and expand these activities in 2011-12, in order to promote student involvement and positive peer interactions.

Our parent involvement goal for 2011-12 includes building a stronger network among our parents, based on feedback from last year's School Site Council parent representatives. The parents request participation in the Opening Day student orientation, which we implemented this year, plus monthly opportunities for informal meetings with the principal ("Coffee with the Principal" concept). Unlike many schools, which serve a geographical community, iHigh's student/parent community covers a wide geographical area (from Imperial Beach to Coronado to El Cajon). This creates special challenges for using a combination of electronic media and face-to-face opportunities for expanding parent involvement.

PERSONNEL

iHigh is not a Title I school, so no iHigh staff positions are paid for by categorical funds. The iHigh teaching staff consists of 6 credentialed teachers, based on a projected student enrollment of up to 100 full-time and 500 part-time students. Most iHigh teachers have dual credentials, such as English/Social Science or Math/Science. Highly-qualified Apex Learning teachers serve as instructors for the Spanish, French and selected Advanced Placement courses, for both full-time and part-time students.

To expand capacity, three iHigh teachers were trained during summer 2011 for teaching selected Advanced Placement courses. This will allow us to use our own instructors this year to teach AP U.S. History, AP U.S. Government and AP English Literature, which will save the district the equivalent of \$300 per semester enrollment.

Counseling and guidance services are provided by one fulltime Head Counselor. The Administrative Aide (Bilingual/Spanish) position was reduced for 2011-12 from 1.0 FTE to .8 FTE.

Additional staffing is expected to be funded through the Department of Defense Education Activity (DoDEA) Virtual Learning grant. The grant proposes to fund a fulltime grant coordinator position, as well as two fulltime credentialed teaching positions, during the 3-year duration of the grant.

Staff development for 2011-12 will be aligned with developing new course content, as well as with district initiatives. Topics are expected to include Response to Intervention (RTI), the new Exceed software, the new Naviance software, the new features of PeopleSoft and Schoolwires, and training classes for the WASC 2013 spring visitation.

BUDGET

iHigh Virtual Academy does not receive Title I or other categorical funding. We receive a discretionary allocation of \$205,915, which provides funding for both the full-time and part-time programs. Of this total, approximately \$155K will be allocated to provide a .8 FTE Administrative Aide and a fulltime Head Counselor. The SSC felt very strongly about retaining fulltime counseling services for iHigh students. We reluctantly reduced the Administrative Aide position, which will reduce our office hours from 8 AM-4:30 PM to 8 AM-3 PM.

The remaining \$51K is allocated to non-labor expenses: adopted texts and materials, office supplies, monthly broadband service for selected students with no Internet access, lease for one copier (one copier is being deactivated), paper, a limited number of elective courses through the National University Virtual High School partnership, postage, 2 curriculum development days for teachers (due to numerous changes in our course offerings), and continued hourly pay for one Dual Enrollment Coordinator (teacher who also performs enrollments and progress monitoring for 500 dual enrollment students).

In the weeks since the June 2011 SSC final approval of the SPSA, additional expenses have arisen for which no funds were budgeted. For example, we were recently advised that we need to hire an hourly nurse to do 9th grade vision screenings. In addition, the cost of the National University Virtual High School (NUVHS) partnership courses recently increased from \$220 per semester enrollment to \$235 per semester enrollment. There are also start-up equipment and chemical costs associated with establishing the new iHigh science lab at the former Old Town Historical Program campus.

We are hoping to leverage the resources provided by the newly awarded DoDEA Virtual Learning grant to help cover budgeted expenses (such as the Dual Enrollment Coordinator hours) so we can apply additional funds to resources and activities that will include student academic performance.

CONCLUSIONS

iHigh's Instructional Leadership Team and School Site Council have analyzed the 2011 CST data, as well as the 2011 CAHSEE data, and have identified key strategies and resources for improving the academic performance of students who have not met the state standards. We will be adding both a math support and English Language Arts support elective in 2011-12, which will be required for any students who did not demonstrate proficiency on the 2011 CAHSEE and CSTs. The action steps and expenditures reflected in the SPSA have been adopted to address the instructional needs of all iHigh students and to raise the academic performance of student groups not meeting state standards.

INSTRUCTIONAL LEADERSHIP TEAM

| Member Name | Role |
|-----------------------|------------------------------------|
| 1. Patricia MacIntyre | Principal |
| 3. Jason Bailow | English/Physical Education Teacher |
| 4. Anna Baker | English/Social Science Teacher |
| 5. Sonia Castillo | Head Counselor |
| 6. Maureen Cottrell | Science Teacher |

SCHOOL SITE COUNCIL MEMBERSHIP

| Member Name | Role |
|---------------------------------------|-------------|
| 1. Julie Chacon | Parent |
| 2. Patricia Myers | Parent |
| 3. Scot Richardson | Parent |
| 4. Micaylee Johnson | Student |
| 5. Austyn Myers | Student |
| 6. Michelle Montiel | Student |
| 7. Jason Bailow | Teacher |
| 8. Sonia Castillo | Other |
| 9. Anna Baker | Teacher |
| 10. Hoppy Chandler | Teacher |
| 11. Mike Pollak | Teacher |
| 12. Patricia MacIntyre/Donna Campbell | Principal |

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Intervention Materials Instructional Time School Admin Training Highly Qualified Teachers Monitoring System On-going Instructional Assistance Monthly Teacher Collaboration Lesson and course pacing/ intervention Fiscal Support

AREA 1: ENGLISH/LANGUAGE ARTS

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials Instructional Time School Admin Training Highly Qualified Teachers Monitoring System On-going Instructional Assistance Monthly Teacher Collaboration Lesson and course pacing/ intervention Fiscal Support

English/Language Arts SMART Goal:

* By 06/12/2012, 77 % of iHigh Virtual Academy Grade 9-11, Students will perform at proficient or advanced level in English-Language Arts on the CST

* By 06/12/2012, 72 % of iHigh Virtual Academy Students will perform at proficient ELA level in CAHSEE

Closing the Gap SMART Goal:

* By 06/12/2012, 80 % of iHigh Virtual Academy Grade 9-11, English Learner, Students will meet or exceed proficient or advanced in English-Language Arts on the CST

How does this goal align to our Local Educational Agency Plan goals?

Our English Learner goal of 80% is consistent with our overall 2012 ELA CST goal, which will help iHigh students meet or exceed the district's goal of 70% proficiency in ELA by June 2013. Please note: iHigh only has one English Learner enrolled as of October 2011. She is a senior who will not be taking the CSTs.

WHAT DATA DID YOU USE TO FORM THESE GOALS

(findings from data analysis)

API AYP CAHSEE CELDT CST District Benchmarks Other

Other (Please Specify)::

Key Findings: What did the analysis of the data reveal that led you to these goals?

Approximately 75% of iHigh students scored at the Proficient or Advanced levels on the 2011 ELA CST. Approximately 68% of iHigh students in grade 10 scored at the Proficient level on the ELA section of the 2011 CAHSEE. We currently have one English Learner student, who scored at the Basic level

on the 2011 ELA CST and scored at the Advanced level on the 2010 CELDT.

Which stakeholders were involved in data analysis and developing these goals?
The School Site Council and ILT were involved in the data analysis and goal development, with input from the English teachers.

| Quarter One Short Term Targets | Quarter Two Short Term Targets | Quarter Three Short Term Targets | Quarter Four Short Term Targets |
|--|--|--|--|
| * By 11/04/2011, 77 % of iHigh Virtual Academy Students, Grade 9-11 will meet or exceed proficiency in ELA in Site Developed or PLC Common Assessment(s) | * By 01/27/2012, 77 % of iHigh Virtual Academy Students, Grade 9-11 will meet or exceed proficiency in ELA in Site Developed or PLC Common Assessment(s) | * By 03/30/2012, 77 % of iHigh Virtual Academy Students, Grade 9-11 will meet or exceed proficiency in ELA in Site Developed or PLC Common Assessment(s) | * By 06/12/2012, 77 % of iHigh Virtual Academy Students, Grade 9-11 will meet or exceed proficiency in ELA in Site Developed or PLC Common Assessment(s) |

Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

| Short Term Monitoring (Sept. – Nov. 2011) | Short Term Monitoring (Nov. 2011 – Jan. 2012) | Short Term Monitoring (January – March 2012) | Short Term (April-June 2012) |
|---|---|---|--|
| <p>SSC Meeting: October 12, 2011</p> <p>Teachers will use Apex reports to evaluate student work and progress in grade level core ELA courses. Supervising teachers will conference with parents to discuss student progress. Teachers will use individual and small group instruction within ELA support classes, as well as face-to-face and remote tutoring sessions, to improve student achievement. Site-selected ELA benchmark exam will be used to assess Quarter 1 progress.</p> | <p>SSC Meetings: November 16, 2011 & January 26, 2012</p> <p>Teachers will use Apex reports to evaluate student work and progress in grade level core ELA courses. Monitoring will also be accomplished through individual and small group instruction, face-to-face and remote tutoring, parent conferences and learning contracts for at-risk students, Saturday School instruction (pending budget), and an analysis of coursework, unit grades and final grades. A site-selected ELA benchmark exam will be used to assess Quarter 2/Semester 1 progress.</p> | <p>SSC Meetings: February 23 & March 29, 2012</p> <p>iHigh staff will analyze CAHSEE results for English Language Arts to see if targets were met. Teachers will use Apex reports to evaluate student work and progress in grade level core ELA courses. Supervising teachers will conference with parents to discuss student progress. Teachers will use individual and small group instruction within ELA support classes, as well as face-to-face and remote tutoring sessions, to improve student achievement. A site-selected benchmark exam will be used to assess Q3 student progress.</p> | <p>SSC Meetings: April 26, May 24 and June 7, 2012</p> <p>Individual and small group instruction; face-to-face and remote tutoring sessions; identification of students who have not achieved mastery; identify and recommend summer school placements; analyze results of end-of-course exams; revise students' 2011-2012 schedules as needed; develop and publish a summer reading list.</p> |

Description of Proposed Expenditures/Activities to Attain ELA Goal: Please enter activity, expenditures associated with activity, and select tier(s)
All activities will be paid for with unrestricted funds, including Tier 1-3 activities.

1.1 ACTIVITY

TIER 1 **TIER 2** **TIER 3**

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|-----------------------|----------------|----------------------------|----------------|-----------|
| | | | | |

| | | | |
|---|--|--|--|
| AREA 2: MATHEMATICS | | | |
| Goal should be prioritized, measurable, and focused on identified student learning needs. | | | |
| <input checked="" type="checkbox"/> Intervention Materials <input checked="" type="checkbox"/> Instructional Time <input checked="" type="checkbox"/> School Admin Training <input checked="" type="checkbox"/> Highly Qualified Teachers <input checked="" type="checkbox"/> Monitoring System <input checked="" type="checkbox"/> On-going Instructional Assistance <input checked="" type="checkbox"/> Monthly Teacher Collaboration <input checked="" type="checkbox"/> Lesson and course pacing/ intervention <input checked="" type="checkbox"/> Fiscal Support | | | |
| Mathematics SMART Goal: | | | |
| * By 06/12/2012, 20 % of iHigh Virtual Academy Grade 9-11, Students will perform at proficient or advanced level in Mathematics on the CST | | | |
| * By 06/12/2012, 64 % of iHigh Virtual Academy Grade 10, Students will meet or exceed proficient in math in CAHSEE | | | |
| Closing the Gap SMART Goal: | | | |
| * By 06/12/2012, 60 % of iHigh Virtual Academy Grade 9-11, English Learner, Students will meet or exceed proficient or advanced in Mathematics on the CST | | | |
| How does this goal align to our Local Educational Agency Plan goals? | | | |
| Our 20% CST proficiency goal for the Math CST will help move iHigh students towards the districtwide goal of 72% math proficiency. This is an ambitious goal considering our improved-but-still-alarmingly-low 2011 CST math scores. The iHigh staff believes that significant progress is possible by introducing diagnostic tools and supplemental instructional resources, as well as using district benchmark exams to help identify content where students need stronger support. | | | |
| WHAT DATA DID YOU USE TO FORM THESE GOALS | | | |
| (findings from data analysis) | | | |
| <input type="checkbox"/> API <input type="checkbox"/> AYP <input checked="" type="checkbox"/> CAHSEE <input type="checkbox"/> CELDT <input checked="" type="checkbox"/> CST <input type="checkbox"/> District Benchmarks <input type="checkbox"/> Other | | | |
| Other (Please Specify):: | | | |
| Key Findings: What did the analysis of the data reveal that led you to these goals? | | | |
| Only 11% of iHigh students scored at the Proficient or Advanced levels on the 2011 Math CST. Approximately 59% of iHigh students in grade 10 scored at the proficient level on the Math section of the 2011 CAHSEE. Our one English Learner scored Below Basic on the 2011 Math CST (Geometry). | | | |
| Which stakeholders were involved in data analysis and developing these goals? | | | |
| The School Site Council and ILT were involved in the data analysis and goal development, with input from the Math teachers. | | | |
| Quarter One Short Term Targets | Quarter Two Short Term Targets | Quarter Three Short Term Targets | Quarter Four Short Term Targets |
| * By 11/04/2011, 20 % of iHigh Virtual Academy Students, Grade 9-11 will meet or exceed Proficient | * By 01/27/2012, 20 % of iHigh Virtual Academy Students, Grade 9-11 will meet or exceed Proficient | * By 03/30/2012, 20 % of iHigh Virtual Academy Students, Grade 9-11 will meet or exceed Proficient | * By 06/12/2012, 20 % of iHigh Virtual Academy Students, Grade 9-11 will meet or exceed Proficient |

iHigh Virtual Academy SINGLE PLAN FOR STUDENT ACHIEVEMENT

| Math in District Math Benchmark Assessments | Math in District Math Benchmark Assessments | Math in District Math Benchmark Assessments | Math in District Math Benchmark Assessments | |
|--|---|---|---|-----------|
| Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress? | | | | |
| <p style="text-align: center;">Short Term Monitoring (Sept. – Nov. 2011) SSC Meeting: October 12, 2011</p> <p>Teachers will use Apex reports to evaluate student work and progress in math. Supervising teachers will conference with parents to discuss student progress. Teachers will use individual and small group instruction, as well as face-to-face and remote tutoring sessions, to support student learning. CELDT testing will identify any reading-level obstacles for EL students accessing the math tutorials. District math benchmark exams will be used to assess Quarter 1 progress. Students will be recommended for Q2 math support classes, based on Apex unit assessments and Q1 benchmark results.</p> | <p style="text-align: center;">Short Term Monitoring (Nov. 2011 – Jan. 2012) SSC Meetings: November 16, 2011 & January 26, 2012</p> <p>Teachers will use Apex reports to evaluate student work and progress in grade level core Math courses. Monitoring will also be accomplished through individual and small group instruction, face-to-face and remote tutoring, parent conferences and learning contracts for at-risk students, Saturday School instruction (pending budget), and an analysis of coursework, unit grades and final grades. The SDUSD math benchmark exams will be used to assess Quarter 2/Semester1 progress. Students will be recommended for Q3/Sem2 math support classes, based on Apex unit assessments and Q2/Sem1 benchmark results.</p> | <p style="text-align: center;">Short Term Monitoring (January – March 2012) SSC Meetings: February 23 & March 29, 2012</p> <p>iHigh staff will analyze Math CAHSEE results to see if targets were met. Teachers will use Apex reports to evaluate student work and progress in grade level core math courses. Supervising teachers will conference with parents to discuss student progress. Teachers will use individual and small group instruction, as well as face-to-face and remote tutoring, to improve student achievement. The SDUSD math benchmark exams will be used to assess Quarter 3 progress. Students will be recommended for Q4 math support classes, based on Apex unit assessments and Q3 benchmark results.</p> | <p style="text-align: center;">Short Term (April-June 2012) SSC Meetings: April 26, May 24 and June 7, 2012</p> <p>Individual and small group instruction; face-to-face and remote tutoring sessions; identification of students who have not achieved mastery; identify and recommend summer school math placements; analyze results of end-of-course exams; analyze final math grades; revise students' 2011-2012 schedules as needed. Students will be recommended for 2012-13 math support classes, based on Q4/Sem 2 grades, 2012 CAHSEE results and 2012 CST results</p> | |
| Description of Proposed Expenditures/Activities to Attain Math Goal: Please enter activity, expenditures associated with activity, and select tier(s) All activities will be paid for with unrestricted funds, including Tier 1-3 activities. | | | | |
| <p>2.1 ACTIVITY</p> <p><input type="checkbox"/> TIER 1 <input type="checkbox"/> TIER 2 <input type="checkbox"/> TIER 3</p> | | | | |
| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
| | | | | |

| | | | | |
|---|---------------------------------------|---|--|------------------|
| AREA 3: ENGLISH LEARNER | | | | |
| Goal should be prioritized, measurable, and focused on identified student learning needs. | | | | |
| <input checked="" type="checkbox"/> Intervention Materials <input checked="" type="checkbox"/> Instructional Time <input checked="" type="checkbox"/> School Admin Training <input checked="" type="checkbox"/> Highly Qualified Teachers <input checked="" type="checkbox"/> Monitoring System <input checked="" type="checkbox"/> On-going Instructional Assistance <input checked="" type="checkbox"/> Monthly Teacher Collaboration <input checked="" type="checkbox"/> Lesson and course pacing/ intervention <input checked="" type="checkbox"/> Fiscal Support | | | | |
| English Learner SMART Goal: | | | | |
| We do not have an English Learner goal this year, as the result of being advised by the Monitoring and Accountability Reporting Department staff that it is not needed. This is because we only have one English Learner, who is a senior this year and has also tested at the Advanced level on the CELDT. Our online curriculum is currently only available in English, so students must be proficient in English in order to access the curriculum. Therefore, the English Learner goal was determined to be not applicable to iHigh. | | | | |
| Closing the Gap SMART Goal: | | | | |
| N/A | | | | |
| How does this goal align to our Local Educational Agency Plan goals? | | | | |
| N/A | | | | |
| WHAT DATA DID YOU USE TO FORM THESE GOALS (findings from data analysis) | | | | |
| <input type="checkbox"/> API <input type="checkbox"/> AYP <input type="checkbox"/> CAHSEE <input type="checkbox"/> CELDT <input type="checkbox"/> CST <input type="checkbox"/> District Benchmarks <input type="checkbox"/> Other | | | | |
| Other (Please Specify):: | | | | |
| | | | | |
| Key Findings: What did the analysis of the data reveal that led you to these goals? | | | | |
| N/A | | | | |
| Which stakeholders were involved in data analysis and developing these goals? | | | | |
| N/A | | | | |
| Quarter One Short Term Targets | Quarter Two Short Term Targets | Quarter Three Short Term Targets | Quarter Four Short Term Targets | |
| N/A | N/A | N/A | N/A | |
| Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress? | | | | |
| N/A | N/A | N/A | N/A | |
| Description of Proposed Expenditures/Activities to Attain English Learner Goal: Please enter activity, expenditures associated with activity, and select tier(s) | | | | |
| N/A | | | | |
| 3.1 ACTIVITY | | | | |
| <input type="checkbox"/> TIER 1 <input type="checkbox"/> TIER 2 <input type="checkbox"/> TIER 3 | | | | |
| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
| | | | | |

| | | | |
|---|---|---|---|
| AREA 4: GRADUATION/PROMOTION RATE | | | |
| Goal should be prioritized, measurable, and focused on identified student learning needs. | | | |
| <input checked="" type="checkbox"/> Intervention Materials <input checked="" type="checkbox"/> Instructional Time <input checked="" type="checkbox"/> School Admin Training <input checked="" type="checkbox"/> Highly Qualified Teachers <input checked="" type="checkbox"/> Monitoring System <input checked="" type="checkbox"/> On-going Instructional Assistance <input checked="" type="checkbox"/> Monthly Teacher Collaboration <input checked="" type="checkbox"/> Lesson and course pacing/ intervention <input checked="" type="checkbox"/> Fiscal Support | | | |
| Graduation Rate SMART Goal: | | | |
| * By 06/12/2012, 85 % of iHigh Virtual Academy Students, Grade 10, Grade 11, Grade 12 will meet or exceed passing ELA in CAHSEE | | | |
| * By 06/12/2012, 80 % of iHigh Virtual Academy Grade 10, Grade 11, Grade 12, Students will meet or exceed passing Math in CAHSEE | | | |
| Closing the Gap SMART Goal: | | | |
| Due to the small size of our student subgroups, the main SMART goals include all iHigh students. | | | |
| How does this goal align to our Local Educational Agency Plan goals? | | | |
| The district's overall goal is 100% graduation rate, which means that iHigh staff will be preparing students not only to obtain a passing score (at least 350) on the CAHSEE, but also to demonstrate proficiency (scoring at least 380 out of 450). | | | |
| WHAT DATA DID YOU USE TO FORM THESE GOALS | | | |
| (findings from data analysis) | | | |
| <input type="checkbox"/> API <input type="checkbox"/> AYP <input checked="" type="checkbox"/> CAHSEE <input type="checkbox"/> CELDT <input type="checkbox"/> CST <input type="checkbox"/> District Benchmarks <input type="checkbox"/> Other | | | |
| Other (Please Specify):: | | | |
| | | | |
| Key Findings: What did the analysis of the data reveal that led you to these goals? | | | |
| Approximately 82% of grade 10 iHigh students passed the ELA section of the 2011 CAHSEE. Approximately 73% of grade 10 iHigh students passed the Math section of the 2011 CAHSEE. | | | |
| Which stakeholders were involved in data analysis and developing these goals? | | | |
| The School Site Council and ILT were involved in the data analysis and goal development. | | | |
| Quarter One Short Term Targets | Quarter Two Short Term Targets | Quarter Three Short Term Targets | Quarter Four Short Term Targets |
| * By 11/04/2011, 85 % of iHigh Virtual Academy Students, Grade 10, Grade 11, Grade 12 will meet or exceed ELA standards in Site Developed or PLC Common Assessment(s) * By 11/04/2011, 80 % of iHigh Virtual Academy Students, Grade 10, Grade 11, Grade 12 will meet or exceed Math standards in Site Developed or PLC Common | * By 01/27/2012, 85 % of iHigh Virtual Academy Students, Grade 10, Grade 11, Grade 12 will meet or exceed ELA standards in Site Developed or PLC Common Assessment(s) * By 01/27/2012, 80 % of iHigh Virtual Academy Students, Grade 10, Grade 11, Grade 12 will meet or exceed Math standards in Site Developed or PLC Common | * By 03/30/2012, 85 % of iHigh Virtual Academy Students, Grade 10, Grade 11, Grade 12 will meet or exceed ELA standards in Site Developed or PLC Common Assessment(s) * By 03/30/2012, 80 % of iHigh Virtual Academy Students, Grade 10, Grade 11, Grade 12 will meet or exceed Math standards in Site Developed or PLC Common | * By 06/12/2012, 85 % of iHigh Virtual Academy Students, Grade 10, Grade 11, Grade 12 will meet or exceed ELA standards in Site Developed or PLC Common Assessment(s) * By 06/12/2012, 80 % of iHigh Virtual Academy Students, Grade 10, Grade 11, Grade 12 will meet or exceed Math standards in Site Developed or PLC Common |

| Assessment(s) | Assessment(s) | Assessment(s) | Assessment(s) | |
|--|--|---|---|-----------|
| Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress? | | | | |
| <p>Short Term Monitoring Sept. – Nov.</p> <p>English and Math teachers will review current CAHSEE status and will analyze prior CAHSEE results for students who have not yet passed, in order to identify skills and concepts that need additional review and reinforcement. Targeted student interventions will be implemented, including diagnostic and remedial software, individual and small-group tutoring based on released CAHSEE questions, enrollment in online ELA and math support classes, and use of the CDE CAHSEE prep workbooks.</p> <p>In addition to academic support for improving student proficiency on the CAHSEE, the Head Counselor and Supervising Teachers will monitor students' course completion, grade point averages and progress on senior exhibitions to identify at-risk students and to activate appropriate interventions to ensure 100% graduation rate</p> | <p>Short Term Monitoring Nov. – Jan.</p> <p>Math and English teachers will analyze the results of the Quarter 1/Semester 1 unit exams to identify skills and concepts needing extra support. Individual and small-group tutorials, diagnostic and remediation software, individual and small-group tutoring, enrollment in Apex ELA and Math support classes, and use of the CDE CAHSEE prep workbooks will be used to engage and motivate targeted students to improve their performance on the upcoming CAHSEE.</p> <p>The Head Counselor and Supervising Teachers will monitor students' course completion, grade point averages and progress on senior exhibitions to identify at-risk students and to activate appropriate interventions to ensure 100% graduation rate.</p> | <p>Short Term Monitoring January – March</p> <p>All grade 9 students will take the CAHSEE practice test during the March CAHSEE administration. Grade 9 results will be analyzed and at-risk students will be identified for interventions. Individual and small-group tutorials, diagnostic and remediation software, individual and small-group tutoring, enrollment in Apex ELA and Math support courses, and use of the CDE CAHSEE prep workbooks will be used to engage and motivate targeted students to improve their performance on the upcoming CAHSEE.</p> <p>The Head Counselor and Supervising Teachers will monitor students' course completion, grade point averages and progress on senior exhibitions to identify at-risk students and to activate appropriate interventions to ensure 100% graduation rate.</p> | <p>Short Term Monitoring April-June</p> <p>Staff will analyze the results of the March CAHSEE and recommend appropriate interventions (tutoring, summer school, enrollment in Apex support courses, review and remediation software, practice writing prompts, etc.). The Head Counselor will discuss CAHSEE results and implications with students/parents during spring conferences to schedule classes for the 2011-12 school year.</p> <p>Staff will continue to monitor students' course completion and point averages to identify at-risk students and to activate appropriate interventions to ensure 100% graduation rate.</p> | |
| Description of Proposed Expenditures/Activities to Attain Graduation/Promotion Rate Goal: Please enter activity, expenditures associated with activity, and select tier(s) All activities will be paid for with unrestricted funds, including Tier 1-3 activities. | | | | |
| 4.1 ACTIVITY <input type="checkbox"/> TIER 1 <input type="checkbox"/> TIER 2 <input type="checkbox"/> TIER 3 | | | | |
| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
| | | | | |

AREA 5: PARENT INVOLVEMENT AND COMMUNITY ENGAGEMENT

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials Instructional Time School Admin Training Highly Qualified Teachers Monitoring System On-going Instructional Assistance Monthly Teacher Collaboration Lesson and course pacing/ intervention Fiscal Support

Parent Involvement and Community Engagement SMART Goal:

* By 06/12/2012, 50 % of iHigh Virtual Academy Parents/Guardians will perform at participate in at least 2 school-sponsored events level in Parent and Community Engagement

Targeted Population: (Grade Levels and Significant Subgroups)

This goal is targeting iHigh's entire student population in grades 9-12 (approximately 60 fulltime students as of October 2011).

How does this goal align to our Local Educational Agency Plan goals?

Research shows that parent involvement is a key contributor to student academic success.

What data did you use to form these goals: (findings from data analysis)

Parent/guardian feedback provided on 2010-2011 year-end survey; School Site Council parent representative feedback.

Key Findings: What did the analysis of the data reveal that led you to these goals?

Baseline data indicates that iHigh parent involvement levels range from 100% on admissions interviews to barely 10% at Fall Open House/Parent Orientation. The majority of iHigh parents work during the day. Geographically, iHigh students live as far south as Imperial Beach and as far east as El Cajon. While these factors impact parents' ability to attend on site school functions, 46% of respondents on the June 2011 end-of-year parent survey indicated that they would attend a monthly informal "Coffee with the Principal" session. It is clear that electronic communications will continue to play a central role in building the iHigh school community. Seventy-seven percent of parent respondents indicated that they prefer to receive school announcements via email. Approximately 80% of parents said they feel well-informed about school events. Fifty-four percent cited conflicting work schedules as the reason for not attending more school functions.

Which stakeholders were involved in data analysis and developing these goals?

The principal provided a summary of end-of-year parent survey results to staff and SSC members.

| | | | |
|---------------------------------------|---------------------------------------|---|--|
| Quarter One Short Term Targets | Quarter Two Short Term Targets | Quarter Three Short Term Targets | Quarter Four Short Term Targets |
|---------------------------------------|---------------------------------------|---|--|

iHigh Virtual Academy SINGLE PLAN FOR STUDENT ACHIEVEMENT

| | | | |
|---|--|--|--|
| * By 11/04/2011, 50 % of iHigh Virtual Academy Parents/Guardians will meet or exceed participate in two or more activities as measure by Attendance | * By 01/27/2012, 50 % of iHigh Virtual Academy Parents/Guardians will meet or exceed participate in two or more activities as measured by Attendance | * By 03/30/2012, 50 % of iHigh Virtual Academy Parents/Guardians will meet or exceed participate in two or more activities as measured by Attendance | * By 06/12/2012, 50 % of iHigh Virtual Academy Parents/Guardians will meet or exceed participate in two or more activities as measured by Attendance |
|---|--|--|--|

Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

| | | | |
|---|--|---|--|
| <p style="text-align: center;">Short Term Monitoring (Sept. – Nov. 2011)</p> <p>SSC Meeting: October 12, 2011 Principal, Head Counselor, Teachers and Administrative Aide will monitor progress. Documentation includes:</p> <ul style="list-style-type: none"> • Sign in sheets for parent events • Copies of newsletters, flyers and reports sent home • Postings on the school web site • Blackboard Connect message logs • Teacher/parent communication logs • Volunteer Sign-in sheets | <p style="text-align: center;">Short Term Monitoring (Nov. 2011 – Jan. 2012)</p> <p>SSC Meetings: November 16, 2011 & January 26, 2012 Principal, Head Counselor, Teachers and Administrative Aide will monitor progress. Documentation includes:</p> <ul style="list-style-type: none"> • Sign in sheets for parent events • Copies of newsletters, flyers and reports sent home • Postings on the school web site • Blackboard Connect message logs • Teacher/parent communication logs • Volunteer Sign-in sheets | <p style="text-align: center;">Short Term Monitoring (January – March 2012)</p> <p>SSC Meetings: February 23 & March 29, 2012 Principal, Head Counselor, Teachers and Administrative Aide will monitor progress. Documentation includes:</p> <ul style="list-style-type: none"> • Sign in sheets for parent events • Copies of newsletters, flyers and reports sent home • Postings on the school web site • Blackboard Connect message logs • Teacher/parent communication logs • Volunteer Sign-in sheets | <p style="text-align: center;">Short Term (April-June 2012)</p> <p>SSC Meetings: April 26, May 24 and June 7, 2012 Principal, Head Counselor, Teachers and Administrative Aide will monitor progress:</p> <ul style="list-style-type: none"> • Sign in sheets for parent events • Copies of newsletters, flyers and reports sent home • Postings on the school web site • Blackboard Connect message logs • Teacher/parent communication logs • Volunteer Sign-in sheets |
|---|--|---|--|

Description of Proposed Expenditures/Activities to Attain Parent/Community Goal: Please enter activity, expenditures associated with activity, and select tier(s)
All activities will be paid for with unrestricted funds.

5.1 ACTIVITY

TIER 1 TIER 2 TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|-----------------------|----------------|----------------------------|----------------|-----------|
| | | | | |

| | | | |
|---|---------------------------------------|---|--|
| AREA 6: ADDITIONAL SITE IDENTIFIED AREA (OPTIONAL) | | | |
| Goal should be prioritized, measurable, and focused on identified student learning needs. | | | |
| <input type="checkbox"/> Intervention Materials <input type="checkbox"/> Instructional Time <input type="checkbox"/> School Admin Training <input type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> Monitoring System <input type="checkbox"/> On-going Instructional Assistance <input type="checkbox"/> Monthly Teacher Collaboration <input type="checkbox"/> Lesson and course pacing/ intervention <input type="checkbox"/> Fiscal Support | | | |
| Additional Site Identified SMART Goal: | | | |
| Closing the Gap SMART Goal: | | | |
| How does this goal align to our Local Educational Agency Plan goals? | | | |
| WHAT DATA DID YOU USE TO FORM THESE GOALS (findings from data analysis) | | | |
| <input type="checkbox"/> API <input type="checkbox"/> AYP <input type="checkbox"/> CAHSEE <input type="checkbox"/> CELDT <input type="checkbox"/> CST <input type="checkbox"/> District Benchmarks <input type="checkbox"/> Other | | | |
| Other (Please Specify):: | | | |
| Key Findings: What did the analysis of the data reveal that led you to these goals? | | | |
| <p>Attendance for independent study programs is calculated differently than traditional schools. Content area teachers award attendance credit based on their assessment of how many days of attendance credit have been earned by a given student during a designated attendance period. Attendance credit is earned by submitting work products for each class, at least every 20 days. The teacher also considers the student's time spent online, based on available Apex Learning reports.</p> <p>The average monthly attendance-credit claimed during 2009-2010 was 87.16%, according to the SDUSD Pupil Accounting department. There is no available breakdown for English Learner and Special Education students.</p> | | | |
| Which stakeholders were involved in data analysis and developing these goals? | | | |
| Quarter One Short Term Targets | Quarter Two Short Term Targets | Quarter Three Short Term Targets | Quarter Four Short Term Targets |
| Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress? | | | |
| Description of Proposed Expenditures/Activities to Attain Goal: Please enter activity, expenditures associated with activity, and select tier(s) | | | |

6.1 ACTIVITY

TIER 1 TIER 2 TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|-----------------------|----------------|----------------------------|----------------|-----------|
| | | | | |

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. SPSA Assessment Summary
- C. SARC (short version only)
- D. Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools
- E. Home/School Compact
- F. Categorical Budget Allocations Summary Grid (provided by Monitoring and Accountability Reporting Department)
- G. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

DATA REPORTS

Data Reports:

(See SPSA Guidelines for instructions))

All Schools: CST, CELDT

High School: CAHSEE

2011-12 CST DATA REPORTS

This is iHigh's second year of having CST, CELDT and CAHSEE data, so 3-year summary reports are not yet available.

| 2010-2011 English Language Arts CST | | | | | | | | | |
|---|-----|-------------|-----|-------|------|---------------------------------|------|----------|------|
| Far Below Basic | | Below Basic | | Basic | | Proficient | | Advanced | |
| # | % | # | % | # | % | # | % | # | % |
| 0 | 0 | 0 | 0 | 10 | 25 | 14 | 35 | 16 | 40 |
| 25% Not Proficient (10 students) | | | | | | 75% Proficient (30 students) | | | |
| Source: DataDirector n=40 | | | | | | | | | |
| 2009-2010 English Language Arts CST | | | | | | | | | |
| Far Below Basic | | Below Basic | | Basic | | Proficient | | Advanced | |
| # | % | # | % | # | % | # | % | # | % |
| 1 | 2.1 | 3 | 6.4 | 13 | 27.7 | 16 | 34.0 | 14 | 29.8 |
| 36.17% Not Proficient (17 students) | | | | | | 63.83% Proficient (30 students) | | | |
| Source: SDUSD Research and Reporting Dept. n=47 | | | | | | | | | |

| 2010-2011 Math CST | | | | | | | | | |
|---|------|-------------|------|-------|------|------------------------------|-----|----------|-----|
| Far Below Basic | | Below Basic | | Basic | | Proficient | | Advanced | |
| # | % | # | % | # | % | # | % | # | % |
| 9 | 25 | 14 | 39 | 9 | 25 | 2 | 5.5 | 2 | 5.5 |
| 89% Not Proficient (32 students) | | | | | | 11% Proficient (4 students) | | | |
| Source: DataDirector n=36 | | | | | | | | | |
| 2009-2010 Math CST | | | | | | | | | |
| Far Below Basic | | Below Basic | | Basic | | Proficient | | Advanced | |
| # | % | # | % | # | % | # | % | # | % |
| 6 | 16.7 | 6 | 16.7 | 22 | 61.1 | 2 | 5.6 | 0 | 0 |
| 94.4% Not Proficient (34 students) | | | | | | 5.6% Proficient (2 students) | | | |
| Source: SDUSD Research and Reporting Dept. n=36 | | | | | | | | | |

CELDT

iHigh has one English Learner, who tested at the Advanced level on the October 2010 CA English Language Development Test (CELDT). This student will be tested again in October 2011. All other fulltime iHigh students are either initially classified as being English Proficient or reclassified as being English Proficient. Reading and writing proficiency in English is a key success factor for iHigh's online courses, which are currently only available in English.

(continued)

CAHSEE

| 2011 CA High School Exit Exam | | | | | | | |
|--------------------------------------|------------|------------|---------|----------------|------------|--------------|---------|
| Class of 2013 | | | | | | | |
| English Language Arts | | | | Math | | | |
| Pass | Proficient | No Pass | No Take | Pass | Proficient | No Pass | No Take |
| 18 | 15 | 0 | 4 | 16 | 13 | 1 | 5 |
| 68% Proficient | | 0% No Pass | | 59% Proficient | | 4.5% No Pass | |
| 82% Passed | | 18% Absent | | 73% Passed | | 23% Absent | |

Source: 2011 CAHSEE Student reports n=22

| 2010 CA High School Exit Exam | | | | | | | |
|--------------------------------------|------------|------------|---------|----------------|------------|-------------------|---------|
| Class of 2012 | | | | | | | |
| English Language Arts | | | | Math | | | |
| Pass | Proficient | No Pass | No Take | Pass | Proficient | No Pass | No Take |
| 12 | 10 | 0 | 2 | 11 | 9 | 1* | 2 |
| 71% Proficient | | 0% No Pass | | 64% Proficient | | 7% No Pass/Waiver | |
| 86% Passed | | 14% Absent | | 79% Passed | | 14% Absent | |

Source: SDUSD Research & Reporting Dept. n=14 *Student passed w/ modifications (calculator, per IEP)

APPENDIX B
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2011-2012 ASSESSMENT SURVEY SUMMARY

SCHOOL NAME: _____ IHIGH VIRTUAL ACADEMY _____
Type or Print

| ANALYSIS OF SCORES - FOCUS AREA | NOTES/ACTION/DECISIONS |
|--|--|
| HIGH EXPECTATIONS | The goals for student achievement are measurable and clearly articulated. They were collaboratively developed and approved by the iHigh staff, based on detailed review of our 2010-11 CAHSEE, CELDT and CST data. The preliminary goals, strategies and budget recommendations were presented, discussed and approved during the June 2011 School Site Council meeting. The goals were revised based on 2011 CST results, then reviewed at the October 2011 SSC meeting. The SPSA includes realistic strategies for analyzing individual student data, implementing best practices for instruction and interventions, and utilizing online support classes to improve English and math achievement levels. All iHigh students are enrolled in UC-approved core courses, thus meeting the SDUSD goal of a-g for all. |
| STANDARDS-BASED CURRICULUM & INSTRUCTION | The Apex curriculum used for about 97% of instruction at iHigh is aligned to state standards and available online 24/7. Students are provided with a detailed syllabus and pacing guide for each core subject. Highly-qualified iHigh teachers are available in person, by phone and via electronic communications to provide individual assistance and tutoring. The iHigh staff has expanded the use of district-adopted textbooks and supplemental materials for core math, Spanish and French courses, in order to provide students with additional options for reinforcing key concepts and skills in these challenging courses. |
| USE OF DATA | iHigh teachers rely extensively on Apex reports to evaluate student work and progress, as these reports provide real-time, current data for completion of assignments, student performance on assignments and assessments, quality of work, and grade-to-date. The iHigh staff will be utilizing the district benchmark exams in Algebra and Geometry this year to provide additional data on concepts where iHigh students need additional review and understanding in math. The iHigh staff continues to participate in DataDirector training, in order to be able to analyze the student data in terms of what students need to improve their academic performance. |
| STRATEGIC SUPPORT | The flexible structure of iHigh's online independent study program allows teachers to meet informally during the day to discuss individual student progress and interventions. In addition, time is allocated during weekly staff meetings for teachers to discuss best practices and interventions based on student data. Teachers will be focused on ongoing monitoring and interventions, as well as identifying students who are performing below grade level in order to provide more intensive support. Teachers are available on a daily basis to provide face-to-face tutoring and small group instruction for students. They are also available during the workday to |

| | |
|-----------------------|---|
| | provide just-in-time assistance and feedback via email and phone. Ongoing staff development will focus on developing Response to Intervention plans, and well as implementing best practices for improving students' academic performance within the online independent study model. |
| PROFESSIONAL LEARNING | Our SPSA provides for a variety of professional development opportunities to benefit iHigh staff, with a focus on ELA and math. These include: AP by the Sea (Advanced Placement course training); release time during the day to attend specialized trainings (CDE standards workshop; WASC accreditation trainings); training provided during weekly staff meetings (student data analysis, API, AYP, interventions, instructional resources, best practices, etc.); and weekly collaborative planning time. Weekly staff meetings also provide time for staff to monitor student progress, analyze performance data, and develop/identify appropriate interventions for struggling students. |

APPENDIX C

SCHOOL ACCOUNTABILITY REPORT CARD
(Short Version Only)

School Accountability Report Card

Issued Spring 2011 for Academic Year 2009–10

At a Glance: 2009–10

| | |
|--------------------------------|-------------|
| School type: | Senior High |
| Schedule: | Traditional |
| Grade levels: | 9–12 |
| Total enrollment: | 41 |
| Total teachers: | 6 |
| Per-pupil expenditure (08–09): | n/a |

iHigh Virtual Academy

2375 Congress St., San Diego, CA 92110
 Phone: (619) 209-4593
 E-mail: ihigh@sandi.net
 Web: www.sandi.net/ihigh
 Patty MacIntyre, Principal

Principal's Statement

Welcome to iHigh Virtual Academy, an on-line, independent study high school that provides students in grades 9–12 with a rigorous college-preparatory program. iHigh is accredited by the Western Association of Schools and Colleges (WASC), with courses that meet University of California (UC) admissions requirements and National Collegiate Athletic Association (NCAA) eligibility. Our credentialed teachers report to campus daily to provide both on-line and face-to-face instructional support.

iHigh accepts full-time students who reside anywhere in San Diego County. Applicants meet with an enrollment counselor and supervising teacher before placement. Students should be reading at grade level and be self-motivated, self-directed, and able to manage their time efficiently. A part-time dual enrollment program is available for students attending other San Diego Unified high schools.

The main iHigh campus is located at the Fremont/Ballard Parent Center site in the Old Town area of San Diego, which is primarily an historical tourist destination. Our actual attendance area includes all of San Diego County. Our main facility consists of three newly remodeled portable classrooms, including an administrative office, teachers' offices, and a technology-rich classroom. Our satellite campus at Mt. Everest Academy is primarily used for laboratory science courses.

Our mission is to ensure that all iHigh students graduate with the skills, motivation, curiosity, and resilience to succeed in their choice of college and career, in order to lead and participate in the society of tomorrow.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas.

iHigh Virtual Academy offers an innovative, blended approach to independent study, which combines the flexibility of a rigorous on-line, standards-based curriculum with daily face-to-face instructional support from six highly qualified teachers. Courses include core subjects, credit recovery, Advanced Placement, physical education, and electives. Supervising teachers monitor individual student progress through regular communications with assigned families. A full-time head counselor supports readiness for graduation and post-secondary goals. An itinerant resource specialist assists students with special needs. All staff members on site share responsibility for meeting the academic, social, and developmental needs of our students.

Opportunities for Parent Involvement

Parents have many opportunities to be involved at their children's school site and at the district level. We also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

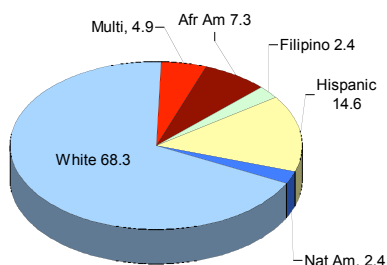
At iHigh Virtual Academy we are committed to obtaining community resources for our school and invite all constituencies to assist us in educating our students.

Parents of on-line independent study students commit to an active role in supporting their children's learning activities, including supervision and monitoring of the student's on-line progress and maintaining ongoing communication with the supervising teacher.

Parents are encouraged to become actively involved in decision making by participating in our School Site Council, senior exhibition panel, and other site-based committees.

If you want to get involved, please contact Lorena Hodgins at (619) 209-4593.

Enrollment Breakdown



Attendance

| Year | Attendance for Year (%) |
|-------|-------------------------|
| 05–06 | — |
| 06–07 | — |
| 07–08 | — |
| 08–09 | — |
| 09–10 | 96.70 |

Business and Community Partners

iHigh Virtual Academy students participate in a variety of community service projects, such as assisting with building at a Habitat for Humanity site and sponsoring a food drive to support the local food bank. We are also proud to partner with the Playwrights Project, a nonprofit organization devoted to arts education.

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Teacher Credentials and Assignments

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are fully credentialed but teaching outside of their subject area of competence. It also indicates how many of the school's teachers of English learners are misassigned and the total number of teachers misassigned. District totals do not include charter schools.

| Number of Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2007-08 | 2008-09 | 2009-10 | 2009-10 |
| Full credential and teaching in subject area | — | — | 6 | 5,951 |
| Full credential but teaching outside subject area | — | — | 0 | 334 |
| Without full credential | — | — | 0 | 98 |
| Total teachers | — | — | 6 | 6,378 |
| Teachers of English learners misassigned | | | | 0 |
| Total teachers misassigned | | | | 0 |

Academic Progress

This table displays selected indicators of the school's academic progress. The Academic Performance Index (API) is an annual measure of the academic performance and progress of California's public schools. API scores range from 200 to 1,000, with a statewide API performance target of 800. The statewide API rank ranges from 1 to 10. Detailed information about the API can be found at the CDE website at www.cde.ca.gov/ta/ac/ap/. Adequate Yearly Progress (AYP) measures how well the school is performing based on standards required by the federal No Child Left Behind law.

| Indicator | Result |
|--|-----------|
| This school's 2010 Growth API score (from the 2010 Growth API report) | B* |
| This school's statewide API rank (from the 2009 Base API report) | n/a |
| Did this school meet all 2009-10 AYP requirements? | n/a |
| How many AYP criteria did this school meet? | n/a |
| Program Improvement status of this school during the 2010-11 school year | Not in PI |

* This school did not have a valid 2009 Base API and will not have any growth or target information.

Standardized Testing and Reporting Program Results

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (grades 2-11), science (grades 5, 8, and 9-11), and history-social science (grades 8 and 9-11). To protect student privacy, an asterisk is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

| Gr | English Language Arts | | | | | | | | | Mathematics | | | | | | | | |
|----|-----------------------|-------|-------|----------|-------|-------|-------|-------|-------|-------------|-------|-------|----------|-------|-------|-------|-------|-------|
| | School | | | District | | | State | | | School | | | District | | | State | | |
| | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 |
| 9 | — | — | 81.8 | 50.1 | 52.3 | 57.2 | 49 | 50 | 54 | — | — | * | 18.7 | 22.7 | 25.2 | 26 | 29 | 30 |
| 10 | — | — | 68.4 | 40.5 | 44.2 | 47.4 | 41 | 44 | 45 | — | — | 0.0 | 13.0 | 15.6 | 17.4 | 19 | 22 | 24 |
| 11 | — | — | 52.1 | 37.7 | 41.7 | 44.8 | 37 | 40 | 43 | — | — | 10.7 | 12.5 | 14.5 | 17.2 | 17 | 20 | 22 |

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school or on-line at www.sandi.net/research. The complete SARC is usually about 14 pages long and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finances. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement programs; college test-preparation courses; and the degree to which students are prepared to enter the workforce).

APPENDIX D

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)



San Diego Unified School District

iHigh Virtual Academy
2375 Congress Street • San Diego, CA 92110
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Appendix D

Parent Involvement Policy For Non-Title 1 Schools

Parent involvement is welcome and strongly encouraged at iHigh Virtual Academy. The two most common venues for parent involvement are: 1) as partners in monitoring and supporting their child's academic achievement, 2) as members of the school community who are actively involved in supporting school goals and activities.

Partners in Monitoring and Supporting Students Academic Achievement

At least one parent must participate, along with his/her student, in all aspects of iHigh's admissions, scheduling and independent-study contract process. Supervising Teachers meet with parents early-on in the process, and maintain ongoing communications regarding the student's progress throughout the year. The Supervising Teacher enters the parents' email addresses in the online Apex system, which enables parents to receive automated weekly progress reports via email. Parents may also use the student's login 24/7 to view the student's gradebook (itemized scores, overall grade-to-date, missing assignments).

Our counselor, Ms. Castillo, regularly communicates with parents and students about student progress, the college entrance process, and career options. Additionally, a formal Parent Orientation is held in September and again in early February, to familiarize new parents with the iHigh program and to demonstrate the Apex parent tools for monitoring student progress. All parents receive an informal orientation as part of the admissions and enrollment process. The iHigh staff plans to expand the promotion of tools such as Parent Connect, BlackBoard Connect and Naviance as valuable resources for keeping parents informed.

School Community Members who are Actively Involved in Supporting iHigh Goals and Activities

Parents are provided with an optional Volunteer request form during the enrollment process which offers more than a dozen suggestions for ways in which they can become involved in school activities (SSC, senior exhibition panel, chaperone duty, graduation committee, etc.).

Due to iHigh's extended geographic attendance area (Imperial Beach to the south and El Cajon to the east), electronic home-school communications play a significant role in keeping iHigh parents involved and informed. The iHigh staff makes extensive use of our school web site, Blackboard Connect announcements,

and email (often with attachments) to push information out to our parents. A weekly activity calendar is emailed to all iHigh families, as well as posted on the school web site. Progress Reports are sent home mid-term via email or USPS, depending on parent preference.

Every attempt is made to communicate with parents in their primary language. We enlist the skills of bilingual staff to communicate to parents who prefer to use Spanish. To communicate with our one parent who speaks and reads Somali, we maintain close communications with the bilingual adult sibling who translates the information for the parent.

The iHigh staff is committed to being responsive to parent concerns. It is our practice to return parent phone calls and/or e-mails within 24 hours. The June 2011 year-end Parent Survey indicated a high level of satisfaction with iHigh efforts to keep parents engaged and informed.

APPENDIX E

HOME/SCHOOL COMPACT

(Provided by the School Site)



San Diego Unified School District

iHigh Virtual Academy
2375 Congress Street • San Diego, CA 92110
Tel: (619) 209-4593 Fax: (619) 209-4566



Appendix E

Home / School Compact

We believe that students, parents and staff need to work together to ensure that students achieve high standards.

As a student, I will be responsible for:

1. Logging in daily and successfully completing the required coursework (reading, assignments, studying, assessments). Ed Code requires the equivalent of at least 240 mins. per day, 5 days per week.
2. Contacting my instructors for assistance when needed, including coming to school for one-to-one tutoring and support.
3. Reporting to school as needed for science labs and other courses that require face-to-face meetings and/or webinars.
4. Reporting to school on an assigned schedule, as determined by the Supervising Teacher, to address such issues as overdue assignments, low test scores, or similar academic concerns.
5. Identifying all assignments with student name, date, subject, and page number or topic.
6. Submitting all work for all assigned subjects to the Supervising Teacher on or before the monthly due date. (binder due dates)
7. Participating in district- and state-mandated assessments. (CAHSEE, STAR, Fitnessgram, etc.)
8. Following the expectations outlined in the Student Handbook, including the Academic Honesty Policy and the Network Use Guidelines.
9. Showing respect for and cooperation with all adults and classmates while on campus.
10. Returning all materials and equipment that belong to the school and are utilized on a loan basis.
11. Engaging in educational activities while on campus and leaving campus by 3:10 PM daily.

As a parent/guardian, I will be responsible for:

1. Communicating the importance of education to my child.
2. Monitoring the student's progress by checking for completion of assignments, quality of work, and acceptable grades.
3. Maintaining effective email and phone communications with iHigh instructors and staff.
4. Providing transportation for required on-campus activities, including proctored mid-term and final exams, monthly binder due dates, annual district- and state-mandated assessments (CAHSEE, STAR, Fitnessgram, etc.), and required reporting for students with overdue assignments or other academic concerns.

5. Ensuring that students are picked up from campus by 3:10 PM.
6. Notifying teachers or counselor of any concerns or problems that may affect school performance.
7. Returning materials and equipment that belong to the school and are utilized on a loan basis or, in the case of lost or damaged items, assuming financial responsibility.
8. Providing and being responsible for transportation to optional extra-curricular activities. (The district and its agents are not liable for damages or injury resulting from such transportation, supervision, or condition of non-district facilities and equipment.)

As a staff, we will be responsible for:

1. Providing academic support, monitoring and evaluation in ways that will motivate, engage and encourage our students.
2. Loaning students all necessary materials and equipment. (texts, netbooks, printers, headsets)
3. Explaining and modeling assignments so that our students have a clear understanding.
4. Responding promptly to electronic correspondence (questions/requests) from students and parents.
5. Grading assignments and assessments in a timely manner and providing meaningful feedback.
6. Providing a safe and positive atmosphere for learning, both online and on campus.
7. Communicating to parents ways they can support student learning at home.
8. Supplying clear evaluations of student progress to students and parents.
9. Notifying parents of any concerns or problems in a timely manner.
10. Monitoring daily attendance credit, including review of monthly work samples for audit files.

On-campus attendance is required for:

- Monthly binder due dates (work samples required for audit files and attendance credit)
- Weekly labs for science classes (Biology, Chemistry, Physics and Earth Science)
- Weekly or bi-weekly class meetings for PE and selected electives
- Proctored unit tests, mid-term exams & final exams
- Students who are not successful in completing their assignments independently.
- CA High School Exit Exam workshops for grades 9 and 10 (weekly Feb.-March)
- District- and state-mandated assessments. (CAHSEE, STAR, Fitnessgram, Benchmark exams)
- Senior Exhibition Workshops and Graduation meetings (monthly Feb.-June)
- Teachers may schedule webinars in place of face-to-face meetings for some courses.

APPENDIX F

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID

(Provided by Monitoring and Accountability Reporting Department)

APPENDIX G

**Professional Development Expenditures for Program Improvement
& Watch List Schools Only**

Title 1 total allocation (30100 & 30106):

10% of total Title 1 allocation:

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

NOTE: All schools in Program Improvement must set aside a minimum of 10% of their Title I allocation for Professional Development. In addition, our department makes this a requirement for Watch List schools

| Description of Professional Development | Expenditure |
|---|-------------|
| | |
| | |
| | |
| TOTAL ALLOCATED FOR PROFESSIONAL DEVELOPMENT | \$ |