

**West Contra Costa Unified School District
De Anza Senior High School
Title I**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2012-13



Board Approval Date: **'5121235'**
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2012-13**

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School Site Council (SSC) Recommendations and Assurances

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: **10/18/2012**.
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2012-13** school year, using the WCCUSD monitoring process.

Attested:

Robert Evans

Typed name of school principal

Signature of school principal

Date

Paula Raj

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Assurances Regarding the School Safety Plan

The principal's signature verifies that **De Anza Senior High School** has reviewed the school Safety Plan for **2012-13**.

The plan [**X**] was [] was not updated. Key elements of safety, emergency and crisis preparedness were reviewed and discussed with all school faculty and staff.

Robert Evans

Typed name of school principal

Signature of school principal

Date

Assurance Regarding the Library Plan

The principal's signature verifies that **De Anza Senior High School** has reviewed the district Library Plan for **2012-13**.

Robert Evans

Typed name of school principal

Signature of school principal

Date

Assurance Regarding the Technology Plan

The principal's signature verifies that **De Anza Senior High School:**

[] will develop a Technology Plan for **2012-13**

[**X**] has updated the Technology Plan for **2012-13**

Robert Evans

Typed name of school principal

Signature of school principal

Date

**West Contra Costa Unified School District
De Anza Senior High School
2012-13
School Site Council Membership Roster**

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

Names of Members		Email address (Home mailing address if email n/a)	Phone Number	Term ends on*:	Identify Chair Person:
<i>Parent/Community Members</i>					
#1	Margarito Chacon			7/2013	[]
#2	Hope Tucker			7/2013	[]
#3	Bonnie Harris-Tobias			7/2013	[]
<i>Student Members</i>					
#1	Betsy Chacon			7/2013	[]
#2	Michelle Croda			7/2013	[]
#3	Alex Galvez			7/2013	[]
<i>School/Other Members</i>					
Tchr #1	David Granzotto			7/2013	[]
Tchr #2	Lauren Dansey			7/2014	[]
Tchr #3	Jaclyn Timmes			7/2013	[]
Tchr #4	Paula Raj			7/2014	[X]
Other	Jan Bridges			7/2014	[]
Principal	Robert Evans				[]

Membership Composition:

Secondary (12 total)

- 1 Principal
- 4 classroom teachers
- 1 other school staff
- 3 parents/community members
- 3 students

* Indicate "n/a" if your council does not have SSC Bylaws that specify term limits.

Executive Summary

Equity, Student Achievement, Accountability for All, Safety, Community Engagement and Stewardship are the 2012-13 WCCUSD Goals. Our school establishes programs, activities and actions which are designed to continually address these goals.

GOALS:

Equity: Implement fair, evenhanded district and school level policies, practices, and actions that ensure each student counts, all students can learn, district resources are developed and deployed based on recognition and acknowledgement of the needs and strengths of each student, and all stakeholders are valued members of the WCCUSD community.

De Anza Senior High School has put procedures and structures in place necessary for all students to experience a safe, welcoming and orderly campus.

In creating a safe campus, our charge is to minimize and eliminate any disparities in educational opportunities and disciplinary action. Towards this end, we have created a site-wide behavior matrix that is consistently implemented. Additionally we utilize the Health Center to address issues on conflict; drug and alcohol abuse; crisis and ongoing counseling; anger management; positive community engagement, community service and professional interactions.

In order to assist students with identified or ongoing needs, the De Anza Student Study Team meets on a weekly basis to discuss and identify accelerated academic planning, interventions, etc. for each student individually.

Student Achievement: Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for a successful life.

The Vision of De Anza Senior High School is: Serving dynamic and diversified communities, De Anza is a rigorous and engaging educational environment in which all students achieve academic and personal success as they become lifelong learners.

The Mission statement accurately depicts how we are going to go about accomplishing our vision. The Mission of De Anza Senior High School is: Through quality teaching in a caring and safe environment, De Anza promotes learning that prepares all students for graduation and the career path of their choice.

Our Expected School-wide Learning Results (ESLRs) are aligned them with our Vision and Mission Statements; Think: Critical and Creatively, Communicate: Respectfully and Effectively, Contribute: Locally and Globally

Our master schedule was examined and as a result of input from the last WASC visit, teachers, staff and students , a new master schedule was created that reflected the needs of the students attending De Anza Senior High School. We have implemented several California High School Exit Exam (CAHSEE) tutorial and preparation classes, AP classes, implemented a Freshman housing. We have continued to implement three career academies this year in order to give our students better opportunities to excel through academic and career options. The Information Technology and Communication Academy, Law Academy and the Health Career Academy will prepare students to enter both post secondary academia and entry level careers in both areas of concentration. Through these efforts we are building capacity to begin the process to become an International Baccalaureate program school in the future.

We are also analyzing data from the CAHSEE and CSTs in an effort to drive our instruction. We have increased our professional development in the areas of Explicit Direct Instruction for RLA, Math and Special Education as well as the Science and the Social Sciences. We are working with Dr. Bonnie Davis to improve in the areas of engagement and culturally responsive pedagogy, and to encourage a culture of effective peer observation. This training compliments an in place Literacy Across the Curriculum program that has proven successful. The Explicit Direct Instruction training will also cover classroom management, curriculum alignment to the California State Standards, pacing and embedded strands to meet the standards. All core content departments are in the process of developing pacing guides and common assessments.

The RLA and Math departments have spent and will continue to spend intensive data analysis to focus and drive their instruction to increase student comprehension and achievement.

The Instructional Leadership Team will take on a larger more focused role in the development and implementation of standards based instruction and curriculum.

Accountability for All: Build a system of accountability for all that nurtures a culture where all administrators, teachers, district employees, families, students, and community members are accountable for their roles in improving student achievement.

We, as a staff, hold ourselves and our colleagues to high standards as exemplified by the California Standards for the Teaching Profession. Our students are held to high standards through high expectations, rigorous course work and attentive teaching.

The Instructional Leadership Team members devote their time to problem solving and being proactive to prevent problems before they can create disruption on the campus.

Safety: Implement strategies that ensure 1) safe, positive learning and working environments, 2) site preparedness for any crisis or emergency.

The administrative team at De Anza Senior High School has implemented a site-wide discipline with a focus on counseling, intervention and progressive discipline, which resulted in fewer referrals being written and the parents/guardians being more actively involved with a variety of student disciplinary issues. The administration has also implemented several interventions to reduce tardies, truancy, and disciplinary issues, these interventions range from counseling with professionals through the health center, administrative counseling, after school work details for campus beautification, to a planned Extended Learning opportunity.

Another area of safety and climate was addressed by the placement of a Richmond Police Officer as our School Resource Officer on the De Anza campus. Students and staff reported feeling safer, and there have also been fewer tardies and students cutting.

We are in the process of creating a site safety plan that accurately reflects all of the De Anza Senior High School campus as it is today. In today's world we face a multitude of social and physical dangers and the new plan will address the current and future threats to the safety and well being of the members of the campus community.

Community Engagement: Engage the community in a process that provides for open, transparent, and inclusive participation of community stakeholders in WCCUSD planning and provides for meaningful dialogue on critical issues. This will be fostered and sustained on a district-wide level by continuously improving WCCUSD internal capacities and capabilities to engage all stakeholders.

The administration and staff of De Anza Senior High School are actively engaging the community in all of our facets through open meetings of the PTSA, College Night, SSC, Back-to-School Night, Academic Night, etc. We are also reaching out to the community through service groups and associations that are in our attendance area as speakers and giving tours of the De Anza Senior High School campus when requested to do so. We also invite members of the community to address the members of the staff and the students in presentations to enhance the academic environment at De Anza Senior High School and to provide a myriad of opportunities for our students to explore.

Stewardship: Continually strive to improve the effective and efficient use of financial and other resources. Stewardship is the wise use of resources and the attribute by which the district can build and maintain public trust.

All of the budgets and the spending of funds are disseminated to teachers, as well as all parent groups. All major decisions affecting students, parents, and staff discussed collaboratively in multiple venues.

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA).

As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

Choose one task management option for each step				
	Task	SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze CST and local assessment data	Process: SSC presented with CAHSEE and CST data and accompanying extrapolations	or	Process: Data provided to staff by IS and WASC Chairs; teachers complete student profile sheets
Step 2	Gather input from (check all that apply) [] GATE [X] ELAC [] CAC [X] Others SSC	Process: Review of Analysis	or	Process: Administration, Academic Coaches and Staff
Step 3	SPSA strategies development	Process: After needs assessment, specific structures are put into place to the support foci determined by data	or	Process: Admin and coach provide training and support to implement
Step 4	Budget development	Process: Review needs assessments and craft budget to address identified needs	or	Process: ILT, SSC
Step 5	Finalize and submit SPSA for School Board Approval	Date: November 2012		
Step 6	SPSA monitoring	Process: Review and refine	or	Process: Monthly Meetings

**ACTION PLAN
FOR IMPROVING STUDENT ACHIEVEMENT
(CURRICULUM AND INSTRUCTION)**

High School ELA Goals and Indicators

Status of 2011-12 AYP Goal

2011-12 NCLB AYP Goal for ELA of 77.8% met for all students and all significant subgroups

- or -

Made AYP by Safe Harbor or other CDE Criteria

2011-12 established school goal for ELA of % met for all students and all significant subgroups

2011-12 AYP Goal for ELA of 77.8.0% not met in the following areas: **All subgroups in core areas.**

2012-13 AYP Goal (Check One)

Our goal for 2012-13 is that **93.9% of all students** and all **numerically significant subgroups** will be proficient in **ELA**. This goal is based on the NCLB AYP target of 88.9% proficient, plus the additional **5%** District level requirement.

We have met the **2012-13** school-wide NCLB and District target AYP goal for **ELA** of **93.9%**. We have established the following goal:

**ELA Data Analysis
(3-Year Comparison)**

CAHSEE (AYP) Performance - School Wide

	2009-10		2010-11		2011-12	
Students at/above proficient	47.4	99	45.6	83	46.8	95
Students at basic and below	52.6	110	30	64	53.2	108
Total valid scores	100	209	100	182	100	203
Total increase required during 2012-13 to meet the goal for ELA:					47.1%	96
Description of findings: We have increased the past two years with our specialized teaching training in ELA teaching strategies however we have not increased enough to meet district standards.						

CAHSEE (AYP) Performance by Subgroup - African-American

<input checked="" type="checkbox"/> Significant Subgroup	2009-10		2010-11		2011-12	
Students at/above proficient	40.7	22	30.2	16	40.8	20
Students at basic and below	59.3	32	39	23	59.2	29
Total valid scores	54	54	100	53	100	49
Total increase required during 2012-13 to meet the goal for ELA:					53.1%	26
Description of findings: African American students had a 10% increase in the last year. This increase however did not meet the district standards. This increase we believe was because of our CAHSEE prep classes which we enrolled all students basic and below. We believe to see a larger increase this year as we continue this program.						
<input type="checkbox"/> Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - Latino

<input checked="" type="checkbox"/> Significant Subgroup	2009-10		2010-11		2011-12	
Students at/above proficient	41.3	33	41.4	29	43.8	39
Students at basic and below	58.8	47	36	32	40.6	13
Total valid scores	100	80	100	70	100	89
Total increase required during 2012-13 to meet the goal for ELA:					50.1%	45
Description of findings: Latino students have increased during the past two years not by much and not enough to meet district standards. We had a 2.4% increase in the last year. This increase we believe was because of our CAHSEE prep classes which we enrolled all students basic and below. We believe to see a larger increase this year as we continue this program.						
<input type="checkbox"/> Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - White

<input type="checkbox"/> Significant Subgroup	2009-10		2010-11		2011-12	
Students at/above proficient	59.3	16	66.7	12	57.9	11
Students at basic and below	40.7	11	17	3	42.1	8
Total valid scores	100	27	100	18	100	19
Total increase required during 2012-13 to meet the goal for ELA:					36%	7
Description of findings: Our White subgroup had a 8.8% drop in scores. Last year we did not focus on this subgroup turning our attention to students of color who did make gains. This subgroup had not had drops in the past. This year we are incorporating all subgroups into the programs.						
<input type="checkbox"/> Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - Asian

<input type="checkbox"/> Significant Subgroup	2009-10		2010-11		2011-12	
Students at/above proficient	64.3	18	73.1	19	59.4	19
Students at basic and below	35.7	10	8	2	40.6	13
Total valid scores	100	28	100	26	100	32
Total increase required during 2012-13 to meet the goal for ELA:					34.5%	11

Description of findings: **Our Asian subgroup had a 13.7% drop in scores. Last year we did not focus on this subgroup turning our attention to students of color who did make gains. This subgroup had not had drops in the past. This year we are incorporating all subgroups into the programs.**

Area of strength Area of concern

CAHSEE (AYP) Performance by Subgroup - EDY (SED)

<input checked="" type="checkbox"/> Significant Subgroup	2009-10		2010-11		2011-12	
Students at/above proficient	42.5	65	36.4	43	45.9	61
Students at basic and below	57.5	88	38	51	54.1	72
Total valid scores	100	153	100	118	100	133
Total increase required during 2012-13 to meet the goal for ELA:					48%	64

Description of findings: **Our EDY subgroup have increased. We had a 9.5% increase in the last year, however this was not enough to meet the district standards. This increase we believe was because of our CAHSEE prep classes which we enrolled all students basic and below. We believe to see a larger increase this year as we continue this program.**

Area of strength Area of concern

CAHSEE (AYP) Performance by Subgroup - English Learners

<input checked="" type="checkbox"/> Significant Subgroup	2009-10		2010-11		2011-12	
Students at/above proficient	37.1	26	40.4	23	27.7	18
Students at basic and below	62.9	44	70	30	72.3	47
Total valid scores	100	70	100	57	100	65
Total increase required during 2012-13 to meet the goal for ELA:					66.2%	43

Description of findings: **Our English Learner subgroup had a 12.7% drop in scores. Although we did focus on this subgroup the strategies we used did not work. This subgroup will have more intensive academic attention. We are also developing smaller classes for vthis group and separating ELD 3 into another class from 1's and 2's. We are also developing more intensive tutoring classes for this group.**

Area of strength Area of concern

High School MATH Goals and Indicators

Status of 2011-12 AYP Goal

2011-12 NCLB AYP Goal for MATH of 77.4% met for all students and all significant subgroups

- or -

Made AYP by Safe Harbor or other CDE Criteria

2011-12 established school goal for MATH of % met for all students and all significant subgroups

2011-12 AYP Goal for MATH of 77.4% not met in the following areas:

2012-13 AYP Goal (Check One)

Our goal for 2012-13 is that **93.7% of all students** and all **numerically significant subgroups** will be proficient in Math. This goal is based on the NCLB AYP target of **88.7%** proficient, plus the additional **5%** District level requirement.

We have met the 2012-13 school-wide NCLB and District target AYP goal for **MATH** of **93.7%**. We have established the following goal:

**MATH Data Analysis
(3-Year Comparison)**

CAHSEE (AYP) Performance - School Wide

	2009-10		2010-11		2011-12	
Students at/above proficient	32.4	68	44.0	80	43.6	89
Students at basic and below	67.6	142	30	61	56.4	115
Total valid scores	100	210	100	182	100	204
Total increase required during 2012-13 to meet the goal for MATH:					50.1%	102
Description of findings: We had a .4 dip in scores this year school wide. Even though we had a Cahsee preparation class some subgroups went down as others went up. We are addressing that by having all subgroups participate in strategic and intensive intervention programs.						

CAHSEE (AYP) Performance by Subgroup - African-American

<input checked="" type="checkbox"/> Significant Subgroup	2009-10		2010-11		2011-12	
Students at/above proficient	20.4	11	16.7	9	20.0	10
Students at basic and below	79.6	43	45	27	80	40
Total valid scores	100	54	100	54	100	50
Total increase required during 2012-13 to meet the goal for MATH:					73.7%	37
Description of findings: This subgroup had a 3.3% increase over last year get back to the 2009-2010 performance level. We will continue to use the CAHSEE Prep and tutoring intervention programs again this year.						
<input type="checkbox"/> Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - Latino

<input checked="" type="checkbox"/> Significant Subgroup	2009-10		2010-11		2011-12	
Students at/above proficient	25.9	21	46.4	32	47.2	42
Students at basic and below	74.1	60	29	24	52.8	47
Total valid scores	100	81	100	69	100	89
Total increase required during 2012-13 to meet the goal for MATH:					46.5%	41
Description of findings: This group continues to grow over the last two years. They had a .8 increase over last year. We will continue to use the CAHSEE Prep and tutoring intervention programs again this year.						
<input type="checkbox"/> Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - EDY (SED)

<input type="checkbox"/> Significant Subgroup	2009-10		2010-11		2011-12	
Students at/above proficient	27.5	42	37.6	44	44.0	59
Students at basic and below	72.5	111	38	54	56	75
Total valid scores	100	153	100	117	100	134
Total increase required during 2012-13 to meet the goal for MATH:					49.7%	67
Description of findings: This group continues to grow over the last two years. They had a 6.4% increase over last year. We will continue to use the CAHSEE Prep and tutoring intervention programs again this year.						
<input type="checkbox"/> Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - English Learners

<input type="checkbox"/> Significant Subgroup	2009-10		2010-11		2011-12	
Students at/above proficient	30.0	21	44.6	25	32.3	21
Students at basic and below	70	49	51	22	67.7	44
Total valid scores	100	70	100	56	100	65
Total increase required during 2012-13 to meet the goal for MATH:					61.4%	40
Description of findings: This group had a 12.3% drop in scores. We will continue to use the CAHSEE Prep and tutoring intervention programs again this year. We have also focused on more strategic and intensive intervention programs. We have also separated the ELD 1's and 2's from the 3's.						
<input type="checkbox"/> Area of strength <input checked="" type="checkbox"/> Area of concern						

High School CST Data Analysis

CST Performance - School Wide English-Language Arts

	2009-10		2010-11		2011-12	
Students at/above proficient	29	166	33.7	192	46.8	95
Students at basic and below	71	448	66.3	377	53.2	108
Total valid scores	94	614	100	569	100	203
Description of findings: We have had a major increase over the last two years. A 17.8% increase since 2009-10 and a 13.1% increase over last year. We believe this was due to our teaching strategies driven by data.						

CST Performance - School Wide Algebra I

	2009-10		2010-11		2011-12	
Students at/above proficient	3	6	9	18	12	61
Students at basic and below	97	182	91	180	88	94
Total valid scores	30	188	100	198	100	155
Description of findings: This group has increased over the last two years by 9% and last year by 3% however this is far below district standard and we will continue to use strategic and intensive intervention programs to raise student scores.						

CST Performance - School Wide Biology

	2009-10		2010-11		2011-12	
Students at/above proficient	35	107	47	138	51	138
Students at basic and below	65	199	53	156	49	133
Total valid scores	50	306	100	294	100	271
Description of findings: The biology department has increased 16% over the last two years and 4% over last year. This department is the strongest in the district and continues to raise student scores.						

Academic Performance Index (API)

Base 2011 API	2012 Growth Target Points	2012 API	Growth Points	Met API

English Learner Goals

Status of 2011-12 AMAO 1 Goal (Check One)

- 2011-12 NCLB AMAO 1 goal of 56.0% of English learners meeting the annual growth target met.
 2011-12 NCLB AMAO 1 goal of 56.0% of English learners meeting the annual growth target not met.

Status of 2011-12 AMAO 2 Goal (Check One) – Cohorts 1 and 2

- 2011-12 NCLB AMAO 2 Cohort 1 goal of 20.1% of English learners attaining English proficiency (defined as a score of Early Advanced or Advanced with no skill area below Intermediate) met.

-and-

2011-12 NCLB AMAO 2 Cohort 2 goal of 45.1% of English learners attaining English proficiency (defined as a score of Early Advanced or Advanced with no skill area below Intermediate) met.

- One or both 2011-12 NCLB AMAO 2 goals for Cohorts 1 and 2 were not met.

2011-12 NCLB AMAO 2 Cohort 1 goal of 20.1% met not met.

-and-

2011-12 NCLB AMAO 2 Cohort 2 goal of 45.1% met not met.

New 2012-13 AMAO 1 Goal (Check One)

- Our goal for 2012-13 is to meet or exceed the NCLB AMAO 1 goal of 57.5% of our English learners meeting the annual growth target.
 We have met the 2012-13 NCLB AMAO 1 goal of 57.5%. We have established the following goal

New 2012-13 AMAO 2 Goal (Check One) – 2 Cohorts

- Our goal for 2012-13 is that English learners will meet the NCLB AMAO 2 Cohort 1 target of 21.4%

-and-

NCLB AMAO 2 Cohort 2 target of 47.0%

- We have met the 2012-13 NCLB AMAO 2 Cohort 1 target of 21.4%.

-and-

NCLB AMAO 2 Cohort 2 target of 47.0%

We have established the following goal

**Comparison of AMAO Data
(Annual Measurable Achievement Objectives - Measured by CELDT)**

AMAO 1 - Annual Growth

Percentage of English learners (EL) who have met the growth target (e.g., moved one level or more).

AMAO 1	2010-11		2011-12	
Students met AMAO 1	41.6%	69	46.5%	79
Students did not meet AMAO 1	53.3%	97	52.3%	91
Total # in Cohort 1*	94.9%	166	98.8%	170
Total increase required during 2012-13 to meet the goal:			11%	19

*** Cohort 1 includes:**

EL students at the Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels who have matched scores.

AMAO 2 - Attaining English Proficiency

Percentage of English learners (EL) who have reached English proficiency, defined as score of Early Advanced or Advanced with no skill area below Intermediate.

Cohort 1 AMAO 2	2010-11		2011-12	
Students in Cohort 1 met AMAO 2	16.7%	6	9.7%	3
Students in Cohort 1 did not meet AMAO 2	83.3%	30	90.3%	28
Total in Cohort 1 AMAO 2	100%	36	100%	31
Total increase required during 2012-13 to meet the Cohort 1 AMAO 2 goal:	3.4%	2	11.7%	4

Cohort 2 AMAO 2	2010-11		2011-12	
Students in Cohort 2 met AMAO 2	32.6%	47	37.2%	54
Students in Cohort 2 did not meet AMAO 2	67.4%	97	62.8%	91
Total in Cohort 2 AMAO 2	100%	144	100%	145
Total increase required during 2012-13 to meet the Cohort 2 AMAO 2 goal:	12.5%	18	9.8%	15

Two Cohorts for 2011-12 include:

Cohort 1:

ELs, including new enrollees, enrolled less than 5 years

Cohort 2:

ELs enrolled 5 years or more

Please note: If the cohort size is smaller than 30, no AMAO results are available.

System-wide Barriers

The following system-wide barriers have impacted our ability to meet our academic goals. Check all that apply and provide brief description of issue(s) and where applicable any site determined strategy for overcoming the barrier(s).

Barrier Description	Strategy for Overcoming Barrier
<input type="checkbox"/> Staffing: Finding quality to fill SIG positions. Having enough FTE. to fulfill Academy/Pathway requirements (Common Prep, singletons) Finding CTE. Credentialed teachers to fill Pathway positions.	<input type="checkbox"/> * We will continue to search for people. Continue to work with district.
<input type="checkbox"/> Facilities maintenance: Old school, facility is falling apart. No gym, cafeteria or assembly area. Not enough lockers for students Old and falling apart.	<input type="checkbox"/> * Waiting for new campus
<input type="checkbox"/> Facility capacity (space for classrooms/programs): Lack of room	<input type="checkbox"/> * Waiting on new campus
<input type="checkbox"/> Safety: Not enough room for lunch and recreation	<input type="checkbox"/> * Waiting on new campus
<input type="checkbox"/> Materials availability:	<input type="checkbox"/> *
<input type="checkbox"/> Technology:	<input type="checkbox"/> *
<input type="checkbox"/> Fiscal Support:	<input type="checkbox"/> *
<input type="checkbox"/> Compliance Support:	<input type="checkbox"/> *
<input type="checkbox"/> Curriculum and Instruction Support:	<input type="checkbox"/> *
<input type="checkbox"/> Other:	<input type="checkbox"/> *

* A check in the box indicates that completion of this section requires additional central administrative department support.

Student Achievement

English Language Arts - ELA #1 - Writing

Strategy to be used during the 2012-13 school year:

All core content and World Language teachers will intergrate writing into daily instruction, with a focus on providing academic language structures for students' written work.

This work will be supported by the common rubric created by the ELA/ELD Department that will be implemented school wide.

Description of the above strategy:

Due to our challenges in writing, as evident in multiple data sources (CAHSEE, CST, CELDT and anecdotal) the ELA/ELD Department created a common rubric for expository and persuasive wrting, based on the CAHSEE rubric. In addition, when creating the rubric, the collaborative team took into account the needs of academic language aquisition for EL students. The entire staff was trained on how to implement the rubric and was given the opportunity to calibrate sample essays using the rubric. There was also discussion regarding how to make the rubric applicable across all grade-levels and core content areas. The graduate tutor will support English language development by working one on one or in a small group setting in order to improve students' overall writing skills. Cycle of Inquiry, collaboration, and planning during summer for following year. Teachers in each department will have three days to work together to plan.

This strategy will address the specific learning needs of students in the following subgroups:

African-American Latino EDY
 EL Special Ed. Other:

This strategy will address the content cluster area of **Writing**:

Written Conventions Writing Strategies

We have used this strategy for 1 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):

False

This is a new strategy this year.

Action steps to implement the strategy:

By 10/14/2012 we will provide professional development to teachers regarding the use of the common writing rubric.

By 11/30/2012 we will require teachers of all core content areas to implement use of the rubric

By 12/17/2012 we will expect department chairs to meet monthly with the ILT to share progress.

By 01/31/2013 we will require departments to present evidence of rubric use in formal writing assignments.

By 03/30/2012 we will direct the ELA/ELD Department to revisit the rubric and make modifications to the rubric based on teacher feedback in preparation for continued implementation next academic year.

By 11/30/12 we will have all teachers gather Edusoft CST Data to determine the performance level of each of their students and the number of points needed to move to the next performance level.

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	Supplemental materials, activity packets for differentiated instruction, paper, toner for copy machines (to duplicate district writing packets, writing packet parent letters and parent support suggestion sheets), student whiteboards for interactive learning, student binders and lined paper, student planners for organization, poster size laminator, folders and paper for portfolios, supplies for additional classroom size posters of the expository essay structure, field trips connected to the writing/ common core standards, tutoring.	
Parent (008)	food for parent meetings, paper, envelopes, postal supplies	
Professional Dev (024)	AP training, release time to work with consultant (e.g. Bonnie Davis), release time to work with department, additional weekly department collaboration time, substitutes to provide teachers time for discussing articulation with feeder schools and release time for classroom observations. Professional Development /Collaboration Year end retreat.	SIG 25339
Technology (001)	Computer software (AP preparation, vocabulary development, research papers), Lap Tops, LCD projectors, carts, projector screens, doc cameras, printer. CAHSEE support software for intervention, printer for classroom use, speakers for laptops. Maintenance an repair costs for technology.	
Library (006)	Library supplies to include online databases & e-books to support research papers & reports, magazine subscriptions, materials including DVD's, books & other supplies to meet student achievement goals	
Annual Cost:		25,339

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Additional Teacher Hrs for Collaboration			[X]	Title I 14500
CAHSEE Prep Teacher	1 FTE		[]	SIG 57430
Vertical Articualtion with Crespi Middle School			[X]	
teachers three days of planning for following year for teachers in each department.			[]	SIG 38347
Retreat for whole staff collaboration to prepare for foloowing year. 52 teachers per diem	1.0 fte		[]	SIG 52200
Annual Cost				166,760

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Graduate Tutor: See EL#1 and EDY#3	.9		[]	
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
Direct Instruction/Standards Based and Rubric Based Lesson Planning	staff	[X]		[]		[]	
AP Institutes	presenters at institutes	[]		[]		[X]	
Professional development on race relations	Glenn Singleton	[]		[X]		[X]	
Direct instruction methods	Pam Noli	[X]		[X]		[]	
Travel, mileage and conference costs		[]		[]		[X]	
Annual Cost							4,000

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Teacher collaborations according to grade levels.	[X]	[]		
Department meetings	[]	[X]		
Direct Instruction/Standards Based and Rubric Based Lesson Planning	[]	[X]		
Annual Cost				0

Parent involvement activities to support the strategy

Activity	Focus			Cost
	Academics	Community Building	Communications	
Equity Walkthrough	[X]	[X]	[X]	
Parent Informational Meetings	[X]	[X]	[X]	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
09-12	Oregon Shakespeare Festival	Students will use the experience to create written assignments.	
09-12	Study trips deemed appropriate for support of instruction	Engagement, real world applications of instructed strategies, validation of instruction. Students will use the experience to create written assignments.	
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
	Writers coach connection	SIG 10000
Annual Cost		10,000

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
CAHSEE	[X]	[X]	[]	[]
Student essays	[]	[X]	[]	[]
Exit Slips	[X]	[X]	[]	[]

English Language Arts - ELA #1

Summary of Costs

Materials

Total Expenditures: 25,339

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	25,339

Additional Certificated Staff

Total Expenditures: 166,760

Expenditures by Funding Source:

Title I	14,500
EIA/LEP	0
EIA/SCE	0
SIG	152,260

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 4,000

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	4,000

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 10,000****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	10,000

Student Achievement

English Language Arts - ELA #2

Strategy to be used during the 2012-13 school year:

ELA teachers will implement a variety of strategies designed to improve students' reading comprehension that address different learning modalities and performance levels of students. These strategies include cloze reading, read aloud, questioning, making connections, visualizing, predicting, paraphrasing, and summarizing.

Description of the above strategy:

All teachers will use a combination of reading comprehension strategies appropriate for the reading selection. The objectives are to increase student comprehension, and access; to improve critical and high-level thinking about texts; and to create stronger connections and overall understanding on core content texts.

This strategy will address the specific learning needs of students in the following subgroups:

African-American Latino EDY
 EL Special Ed. Other:

This strategy will address the content cluster area of:

Comprehension Vocabulary Other:

- We have used this strategy for 2 year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**
That there was an increase in ELA CST scores for all subgroups. This may be attributable to the use of varied strategies that are appropriate for the different learning modalities.
- This is a new strategy this year.

Action steps to implement the strategy:

By 2/1/2013 we will bring in an outside consultant or TFA corps member to train teachers on data based reading comprehension strategies.

By 4/1/2013 we will all ELA teachers will be actively implementing reading comprehension strategies.

By 4/1/2013 we will ensure English department members participate in peer observation of reading comprehension strategies, including best practices and strategies demonstrated at the professional development.

By 4/1/2013 we will release department chairs to observe department and offer implementation support and feedback to colleagues

By 6/1/2013 we will provide on-going collaboration time to discuss, adjust and calibrate assessments providing feedback on effectiveness of comprehension strategies.

By 6/30/2013 we will present findings and train staff on effective reading comprehension strategies that can be used in core classes.

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	supplemental instructional materials, differentiated reading materials, standard based CDs,	
Parent (008)		
Professional Dev (024)	consultant fees and training materials, presentation preparation time	
Technology (001)	printers, copiers, laser jet ink (black), PowerPoint clicker	
Library (006)	library supplies	
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
subs for observation			[X]	
RLA Coach	1 FTE		[]	SIG 98989
teacher time to pland and colab			[X]	
Annual Cost				106,389

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
Use of Graphic Organizers	Faculty/Coach	[X]		[]		[]	
CSLA Conference	Presenters	[]		[]		[X]	
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Administrative team and teacher coach (Paula Raj) follow up.	[X]	[]		
Teacher Collaboration to discuss and plan implementation of strategy	[]	[X]		
Annual Cost				0

Parent involvement activities to support the strategy

Activity	Focus			Cost
	Academics	Community Building	Communications	
Keep parents and community members involved in the conversation regarding methods of instruction through SSC and ELAC	[X]	[X]	[X]	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Student Work	[]	[X]	[]	[]
Exit Slips (when applicable)	[]	[X]	[]	[]
Assessments provided by publishers of core text books	[]	[]	[X]	[]

English Language Arts - ELA #2

Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 106,389

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	106,389

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Achievement

Math #1

Strategy to be used during the **2012-13** school year:

The Math Department will collaboratively create standards-based, common syllabi and assessments (including placement exams) to be used to guide daily instruction.

Description of the above strategy:

Data from Edusoft and DataQuest will drive the collaborative creation of the pacing guides and common summative assessments. Teachers will be provided with collaboration time to do this work, receive Professional development and support by on-site instructional coaches

This strategy will address the specific learning needs of students in the following subgroups:

African-American Latino EDY
 EL Special Ed. Other:

This strategy will address the content cluster area(s) of:

Algebra I and II Geometry Integrated Math
 Other: **PreCalc, Calc, AP
Stats**

- We have used this strategy for **2** year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available): that when Explicit Direct Instruction and data driven instruction occurs, student achievement is increased.**
- This is a new strategy this year.

Action steps to implement the strategy:

By **10/28/2012** we will **Complete class profile sheets**

By **11/11/2012** we will **Check-in point for pacing guide**

By **12/15/2012** we will **Continue common assessment work**

By **01/31/2012** we will **First common assessment completed and given to students**

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	Supplemental materials, compasses, rulers, student whiteboards for interactive learning, student binders and lined paper, graph paper, student planners for organization, poster size laminator	
Parent (008)	Supplies/food for parents meeting	
Professional Dev (024)	Asilomar, NTCM , Career Choice "How To" conference, Staff Development Retreat, Avid Training, release days for dept collaboration., Summer AP Institute to train teacher to teach AP Calculus and other math classes.	
Technology (001)	calculators- graphing, printer for classroom use, projector	
Library (006)	Subscriptions	
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
AVID Teacher	1 FTE		[]	SIG 66790
Teacher time to plan and colab			[X]	
Annual Cost				74,190

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
BBC, DI, formative assessments	Paula Raj, TFA	[X]		[]		[]	
National Council of Teachers of Mathematics Annual Meeting and Exposition	National Council of Teachers of Mathematics	[]		[]		[X]	
Asilomar	TBA	[]		[]		[X]	
Professional Dev on Race Relations	Glenn Singleton	[]		[X]		[X]	
Avid Training	Avid Center	[]		[]		[X]	
Annual Cost							5,000

Teacher collaboration time to implement the strategy:		Frequency			Cost
Activity	Weekly	Monthly	Other		
Collaboration time	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
data analysis	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Annual Cost				0	

Parent involvement activities to support the strategy		Focus			Cost
Activity	Academics	Community Building	Communications		
Annual Cost				0	

Study trips to support the strategy:			
Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
09-12	Study trips deemed appropriate for support of instruction	Engagement, real world applications of instructed strategies, validation of instruction	
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:		
Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Data Collected	Standards Base-Assessments	Student Work	Program Embedded Assessments
CAHSEE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
math homework	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Benchmark assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CST and CMA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Math #1
Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 74,190

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	74,190

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 5,000

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	5,000

Teacher Collaboration

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Achievement

Math #2

Strategy to be used during the 2012-13 school year:

In daily CAHSEE preparation and intervention instruction for grade 10, students will use CAHSEE 380 and Algebra Readiness programs.

Description of the above strategy:

This year, using CST data, we identified students in grades 9 and 10 that scored below basic or far below basic in RLA or Math on the CST in 2011-12. We have scheduled all these students into CAHSEE 380 classes, a web-based program, individualized to the needs of each student geared towards CAHSEE passage. All 11th and 12th grade students who have failed to pass either portion of the CAHSEE are put into the CAHSEE prep classes immediately.

Program embedded assessments are used to test student mastery. When students become proficient in the standards assessed by CAHSEE they can be exited from CAHSEE classes and reprogrammed.

9th graders in CAHSEE 380 will also receive additional support in Algebra through the Algebra Readiness, a web-based, individualized program. This is a supplemental support to foster success in their concurrently enrolled Algebra class.

This strategy will address the specific learning needs of students in the following subgroups:

African-American Latino EDY
 EL Special Ed. Other:

This strategy will address the content cluster area(s) of:

Algebra I and II Geometry Integrated Math
 Other:

We have used this strategy for 1 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):
that is assisted in increasing CAHSEE passage for 10th grade by 10%.

This is a new strategy this year.

Action steps to implement the strategy:

By 10/15/2012 we will All targeted students scheduled into CAHSEE classes

By 10/27/2012 we will All teachers will be implementing CAHSEE 380

By 11/01/2012 we will Students scoring proficient on CAHSEE 380 Exit Level assessments will be reprogrammed

By 11/12-06/13 we will Oversight and support of implementation by AP

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	supplemental instructional materials	
Parent (008)		
Professional Dev (024)	Revolution Prep,	
Technology (001)	Laptops, computers, LCD projectors, carts, lockdowns, site licenses, calculators, doc cameras, speakers for laptops.	
Library (006)		
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
subs for observation			[]	
CAHSEE Teacher	1 FTE		[]	SIG 57430
Annual Cost				57,430

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
BBC format	Teacher Coach Paula Raj	[X]		[]		[]	
Culturally proficient school practices	Pam Noli	[]		[X]		[]	
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Administrative team and teacher coach (Paula Raj) follow up.	[]	[X]		
Teacher Collaboration to discuss and plan around program implementation, course expectations, use of CAHSEE released test questions.	[]	[]	As necessary	
Annual Cost				0

Parent involvement activities to support the strategy	Focus			Cost
	Academics	Community Building	Communications	
ConnectEd to inform parents of CAHSEE course offerings, connection to assessment and possible schedule changes for students.	[X]	[X]	[X]	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
CAHSEE	[X]	[]	[]	[]
common assessments	[]	[X]	[X]	[]
data from peer observations	[]	[X]	[]	[]
student work	[]	[X]	[]	[]

Math #2
Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 57,430

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	57,430

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Achievement

Science

Strategy to be used during the 2012-13 school year:

Science teachers will use demonstrations, simulations, and hands-on lab activities to increase student engagement.

Description of the above strategy:

Teachers will integrate hands- on activities into curriculum in order to increase the academic performance of all students in science on the CSTs. Teachers will use formative and summative assessment data to monitor the impact of lab activities on student engagement and achievement.

All classes will implement the Black Board Configuration; within the BBC, content/language objectives will be spelled out. The content (what will be taught based on CA state standards) and language (how mastery will be demonstrated) objectives spelled out in the BBC are the basis for the lesson that will be taught. Each teacher will implement the Exit Slip strategy for formative assessment. The exit slip for each day will only assess the content objective for that day.

We have used this strategy for 2 year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**
Biology and Life Science scores increased per 2011-12 CST data

This is a new strategy this year.

Action steps to implement the strategy:

By 10/15/2012 we will review CST data and use the data review to drive instruction.
By 12/17/2012 we will ensure teachers have completed their first lab activity with all classes.
By 10/22/2012 we will revise and update the long term plans to include

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	paper, Laboratory materials for classroom instruction, paper, toner for copy machines, ink for printers,white boards for student use, white board markers, bulbs for overheads and LCD projectors, classroom supplies, fume hood, poster size laminator, student planners for organization	
Parent (008)	Supplies/Food for parent meeting	
Professional Dev (024)	Staff Development Retreat, Bodega Bay, release days for dept collaboration., Summer AP Testing Institute, teacher training to teach AP classes	
Technology (001)	Laptops, LCD projectors, science videos and DVD's, DVD/VHS players, TV's and a dedicated computer with scanner/printer for Edusoft, scanner/printer for classroom computers, lockdowns and carts, doc cameras, printer for classroom use,postermaker, speakers for laptop.	

Library (006)	Online databases & e-books available in library, classrooms & student homes to support research; Science DVD's (staff AV library provides audiovisual support for classroom instruction); science magazines & nonfiction books; career materials to support tech and health academies, subscriptions	
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Hourly rate to teachers to plan and collaborate			[X]	
Annual Cost				3,700

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
Literacy Strategies	Paula Raj, Jessica Smith Kennan	[X]		[]		[]	
Text- Supplemental Materials Training	Publisher	[]		[X]		[]	
Science Investigating Projects	MESA	[]		[]		[X]	
Professional Development on Race Relations	Glenn Singleton	[]		[X]		[]	
Direct Instruction Methods	Pam Noli	[]		[X]		[]	
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Review of data and instructional practices, curriculum assessments	[X]	[]		
Annual Cost				0

Parent involvement activities to support the strategy

Activity	Focus			Cost
	Academics	Community Building	Communications	
Parents will be used as chaperones for field trips and will be invited to attend a Science Night where students' work is showcased.	[X]	[X]	[X]	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
09-12	Marine Mammal Center, Canoes for Sloughs Program, Marine World (Physics Day), Human Anatomy Exhibit, other sites that support mastery of and interest in science	Hands-on activities outside the classroom to enhance student learning	
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Common assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
student lab reports	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
lab rubrics and other student work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Science
Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 3,700

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	3,700

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Achievement

History/Social Science

Strategy to be used during the 2012-13 school year:

Teachers will infuse the use of audio-visual technology into the curriculum in order improve students' comprehension of the subject matter and to enhance student engagement.

Description of the above strategy:

Teachers will incorporate audio-visual technology into curriculum, preparation and delivery of oral presentations (especially grades 10, 11, 12).

Through the development of standards-based benchmark assessments the Social Sciences Department will create instructional consistency throughout the department.

Teachers will increase study trips that are standard focused.

Through structured language practice teachers will focus on explicit instruction of academic vocabulary german to Social Science content.

Imbed a heavy emphasis on writing skills (sentence-thesis sentence/topic sentence-paragraph-five paragraph essay) within the 9th grade Cultural Geography curriculum.

We have used this strategy for 2 year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available): that the use of technology enhances student engagement and achievement and 2010-11 CST data in Social Science content areas increased, particulary for teacher implementing this strategy.**

This is a new strategy this year.

Action steps to implement the strategy:

By 11/15/12 we will had collegue observations of appropriate student interactive technology for use in the classroom
By 9/30/12 we will provided professional development for classroom implementation of the technology
By 12/15/12 we will full implementation the use of technology in the classroom in World History and US History classes
By 01/31/2013 we will Benchmark assessment completed on Edusoft and given to students
By 1/31/13 we will Diagnostic created on Edusoft for each curriculum
By 3/30/13 we will Final Exams created for each curriculum on Edusoft

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	Social Science Videos/DVD's, National Geographic subscription, paper and toner for copy machines,paper, outline map collections, wall maps, screens, toner, supplemental materials and supplies, white boards and markers, dictionaries, thesauri, writing manuals, Career Choice textbooks and workbooks, student binders and lined paper, student planners for organization, poster size laminator	
Parent (008)	Supplies/food for parent meetings	

Professional Dev (024)	tech training (blog/wiki/website creation), CA Social Science Conference, teacher collaboration and peer observation, Career choices "HowTo" Workshop, Staff Development Retreat. Professional Development workshops to attend AP Government and Politics. Avid Conference, release days for dept collaboration.	
Technology (001)	Laptops, LCD projectors, projection screens, TV's, DVD/VHS players, Satellite/Cable assess, DVD recorder. electronic data bases for students to access 24/7, Powerpoint slide databases/collections, transparency collections and blanks, mounted LCDs, extension cords, bulbs, flashdrives, wireless networking, scantron scanner, printers, doc cameras, poster maker, speakers for laptops.	
Library (006)	Online databases (Global Issues; Encyclopedia Britannica) & e-books available in library, to support research and provide weblinks & visual support to enhance classroom instruction (Gale provides trainer for teachers in using this technology); DVD's, atlases, globes and maps for classroom use, magazine subscriptions	
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Subs for Observation			[X]	
Subs for Release Time			[X]	
Hourly Rate for Teachers to collaborate and plan			[]	
Annual Cost				3,700

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
use of technology in the classroom Edusoft Training	Laurie Roberts, staff	[X]		[]		[]	
Textbook resource training	Publisher	[X]		[]		[]	
Avid Conference	Avid Center	[]		[]		[X]	
Courageous Conversations about Race	Glenn Singleton	[]		[X]		[X]	
Culturally proficient school practices	Pam Noli	[]		[X]		[]	
Annual Cost							0

Teacher collaboration time to implement the strategy:		Frequency			Cost
Activity	Weekly	Monthly	Other		
release time to allow teachers to learn how use the technology in the classroom	[]	[X]			
Assessment Creation	[]	[X]			
Peer observations	[]	[]	As appropriate		
Annual Cost				0	

Parent involvement activities to support the strategy		Focus			Cost
Activity	Academics	Community Building	Communications		
Annual Cost				0	

Study trips to support the strategy:			
Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
9-12	Study trips deemed appropriate for support of instruction	Inform report writing	
12	Study trip deemed appropriate for completion of Service Learning project.	Service Learning Project	
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:		
Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:		Focus <i>(must collect data from at least 2 focus areas)</i>		
Data Collected	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
TCI and McDougal Littell program assessments	[X]	[]	[X]	[]
Department common assessments	[]	[]	[X]	[]
social science essays (from prompt), scoring rubrics	[]	[X]	[]	[]

History/Social Science

Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 3,700

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	3,700

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Achievement

Physical Education

Strategy to be used during the **2012-13** school year:
Work daily towards Increasing endurance rates for physical fitness.

Description of the above strategy:

Every teacher will instruct daily physical fitness activities and sports rotations (offered 4x's per wk) to increase both students' endurance and knowledge of various sports to help them successfully pass the State Physical Fitness test with 100% participation and 100% pass rate. Students will learn how to play at least 6 different sporting events over the course of the academic year.

We have used this strategy for 2 year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**
We have shown an increase in student physical fitness

This is a new strategy this year.

Action steps to implement the strategy:

By 9/30/12 we will Perform baseline testing on each student to determine level of performance.
By 10/30/12 we will Perform endurance testing to determine level of progress and use results to modify training program.
By 11/30/12 we will Perform endurance testing to determine level of progress and use results to modify training program.
By 1/30/13 we will Perform midpoint testing to determine level of progress and use results to modify training program.
By 02/28/13 we will Use midpoint results to determine which students may be in danger of not successfully passing fitness test and design training program to help students successfully pass fitness test.
By 3/30/13 we will Administer the State physical fitness test to all PE students.

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	floor mats, classrooms with whiteboards (for instruction during rainy days), lockers, supplemental materials and supplies, balls, nets, tennis rackets, badminton equipment, baseball/softball bats/, safety equipment, various sports equipment, first aid supplies and equipment.	
Parent (008)		
Professional Dev (024)	Staff Development Retreat.	
Technology (001)	technology materials (laptop, projector, TV, camera, etc.), lockdowns and carts, doc cameras, printer for dept use.	
Library (006)		
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
CAPHERD	TBD	[]		[]		[X]	
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Collaborate with teachers to discuss daily goals and objectives; midyear check in meeting	[]	[]	as needed	
Department meetings	[]	[X]		
Collaboratively discuss monthly fitness results and design training programs for students as needed.	[]	[X]		
Annual Cost				0

Parent involvement activities to support the strategy

Activity	Focus			Cost
	Academics	Community Building	Communications	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
9-12	sporting events	Write a report regarding knowledge gained about the sport, sportsmanship, and the necessity of physical fitness.	
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
09-12	USA Armed Service Workout	
Annual Cost		0

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Students' monthly and midyear fitness test results.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Examples of student reflections regarding their progress towards improving their physical fitness.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Data on students successfully participating and passing CPR trainings.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Examples of fitness plans created for students in jeopardy of not successfully passing the State Physical Fitness test.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Report on the number of students taking and passing State Physical Fitness test.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reflections from students indicating how they intend on maintaining fitness levels during the summer.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Physical Education

Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Achievement

Visual and Performing Arts

Strategy to be used during the 2012-13 school year:

Providing daily standards-based art instruction to increase hands-on learning experiences and promote individual performances, exhibitions, etc. Also to expose students to expository art texts in order to support RLA instruction in expository reading and writing.

Description of the above strategy:

Teachers will use VAPA standards to create hands-on instructional opportunities for students. We will provide opportunities for exhibition, recitation, or performance of material in various genres. Students will be given the opportunity to attend band camp prior to the beginning of the school year.

- We have used this strategy for 2 year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available): that the number of students participating in the arts has increased**
- This is a new strategy this year.

Action steps to implement the strategy:

By 10/17/2012 we will We will have fielded a larger band than in 2010-11 band performance We will have student artwork displayed on campus
By 12/17/2012 we will We will have our first concert of the academic year
By 06/09/2013 we will We will have our spring concert We will have an exhibition of student art
By 9/1/12 we will Have started a drum line
By 9/1/12 we will Have begun an Advanced Art class.

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	paper, toner for copier, art supplies, music instruments and digital art texts, art texts, music instructional materials and supplies, whiteboards for interactive student learning	Title I 800.00
Parent (008)		
Professional Dev (024)	Yearbook advisor to attend conference at Josten Adviser University, Nashville, Staff Development Retreat, Bodega Bay.	
Technology (001)	LCD Projector, dvd players, software, abersold, computer, printer for dept use, postermaker printer.	
Library (006)	art books, music books, digital imagery books, Play Along CDs	
Annual Cost:		800

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
Training as necessary	TBD	[X]		[X]		[X]	
Josten Adviser University (Yearbook)	Jostens	[]		[]		[X]	
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Teacher collaboration	[]	[X]		
Annual Cost				0

Parent involvement activities to support the strategy

Activity	Focus			Cost
	Academics	Community Building	Communications	
Help with Band Camp	[X]	[X]	[X]	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
09-12	Art museums, music concerts, digital art presentations	VAPA Curriculum for all grades will be enhanced by participation.	
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Students work will be assessed using common rubric for the subject area.	[]	[X]	[X]	[]
Participation data	[]	[]	[]	[X]

Visual and Performing Arts

Summary of Costs

Materials

Total Expenditures: 800

Expenditures by Funding Source:

Title I	800
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Achievement

Career and Technical

Strategy to be used during the 2012-13 school year:

Continue the implementation of our project based learning career academies--Information Technology and Communications Academy and the Health Careers Academy for 10th, 11th and 12th grade students and Law Academy for our 10th grade and 11th grade students this year with both academic and career focus to expand as the students matriculate into upper grade levels.

Increased use of practical construction materials, building of full size projects to give students real life experience readying them for the construction trades.

Description of the above strategy:

The academies will have an academic focus while providing career technical experience to the students as they strive to attain their post secondary goals. The academies will provide them with a standards based curriculum using project based learning to provide the student with equal opportunities to choose either technical training or college after high school.

All classes will implement the Black Board Configuration; within the BBC, content/language objectives will be spelled out. The content (what will be taught based on CA state standards) and language (how mastery will be demonstrated) objectives spelled out in the BBC are the basis for the lesson that will be taught using the Direct Instruction model. Each teacher will implement the Exit Slip strategy for formative assessment. The exit slip for each day will only assess the content objective for that day.

<input checked="" type="checkbox"/> We have used this strategy for 2 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available): that academy students support the continuance of academies.
<input type="checkbox"/> This is a new strategy this year.

Action steps to implement the strategy:

By 01/15/2013 we will Have staff trained on project based learning.
By 01/20/2013 we will Online Biotechnology class implemented in conjunction with Contra Costa College
By 04/30/2013 we will We will have made multiple recruitment trips to middle school feeders
By 06/11/2013 we will all students scheduled as cohorts, master schedule completed

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	Paper, toner, printer cartridges, instructional materials, texts and software. Medical equipment and supplies as needed for training. Wood, saws, instructional materials and supplies.	
Parent (008)		
Professional Dev (024)	Staff Development	
Technology (001)	LCD bulbs, projectors, televisions, computers	
Library (006)	Associated health careers and information technology resource materials	
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Student assessments			[X]	
Annual Cost				1,338

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
Academy Training through Career Pathways	Academy trainers	[]		[X]		[]	
NAEA Conference	TBD	[]		[]		[X]	
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Academy-based collaboration	[X]	[]		
Cross-curricular collaboration	[]	[]	as needed	
Annual Cost				0

Parent involvement activities to support the strategy

Activity	Focus			Cost
	Academics	Community Building	Communications	
Academy Orientation, contract signing for academy expectations	[X]	[X]	[X]	
Academy Board Meetings	[X]	[X]	[]	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
9	Cohort development and mentorship i.e. ropes course, etc.	to build community and shared focus	
10-11	Worksites and community visits	Implementation and observation of instructed skills	
9-12	College Visits	promote a college going and career development	
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:

Focus <i>(must collect data from at least 2 focus areas)</i>				
Data Collected	Standards Base- Assessments	Student Work	Program Embedded Assessments	Other
The academies will be monitored in accordance to the standards of the CTE SCAN standards as established by state of California	[]	[X]	[X]	[X]

Career and Technical
Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 1,338

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	1,338

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Achievement Other Academic Area

World Languages

Strategy to be used during the **2012-13** school year:

The World Language Department will provide comprehensive academic program for students at every language level (Spanish and Japanese). This includes creation of common assessments and rubrics; real-world language use experience through technology, reading material, community resources and personnel; word of the day; tutoring; and study trips.

Description of the above strategy:

The BBC is a schoolwide strategy that fosters organized, logically planned lessons and is especially helpful to visual learners, and students arriving late to class.

The Direct Instruction model follows a logical step-by-step learning sequence and allows for adequate practice prior to releasing students to independent practice.

Tutoring is available during lunchtime and afterschool Tuesdays and Thursdays.

The word of the day strategy reinforces the target language and in-class activities. Research shows that multiple meaningful interactions are necessary for the learning and retention to occur.

Exit Slips, a formative assessment strategy, is a brief question or exercise that students complete at the end of class that assesses mastery of the standards-based language objective of the day. The teacher uses the results to adjust pacing and instruction.

Department members will collaborate to prepare common assessments and rubrics for all proficiencies and pacing guides for each language level taught.

Students' ability to develop linguistic and cultural literacy will be enhanced through real-world language use and experience. As stated in the World Language Content Standards "The ability to communicate in culturally appropriate ways in a variety of settings will ensure success in a technologically driven global economy and increase intercultural understanding and the benefits derived from collaborative international efforts."

Technology will be used to target language newspapers, publications and the arts.

Study trips and inviting experts from the community to the school will connect students to the wider community and the business world.

English language skills are reinforced in the language classroom. Heritage speakers (of Spanish) increase L1 skills which are transferable to English.

We have used this strategy for **3** year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**

French will be brought back as a new course and Japanese will be discontinued.

This is a new strategy this year.

Action steps to implement the strategy:

By 8/30/2012 we will Implement French as a new course
By 11/12/2012 we will Collaborate as a department to develop short and long tem goals and explore mulit-media resources
By 11/12/2012 we will Plan study trips
By 11/30/2012 we will Collaborate to create sample exit slips that are directly related to measurable standards-based objectives
By 12/17/2012 we will Collaborate as a department to backwards plan buleprints and pacing guides for each target language
By 12/17/2012 we will Plan and attend PD on use of technology for the classrooms.

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	French Language text books, language specific materials and pamphlets, CDs, movies, young adult magazines, instructional materials and supplies	
Parent (008)		
Professional Dev (024)	Staff Development Retreat, Bodega Bay, AP Professional Development workshop for Spanish Literature.	
Technology (001)	LCD projectors and screens, doc cameras, printer for classroom use.	
Library (006)		
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Teacher hours to colaboate and plan			[X]	
Annual Cost				3,700

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
Use of Technology in the Classroom	District Office/Dr. Moore	[X]		[]		[]	
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Department collaboration	[]	[X]		
Goal-setting, pacing guides	[]	[]	as necessary	
Annual Cost				0

Parent involvement activities to support the strategy		Focus			Cost
Activity	Academics	Community Building	Communications		
Invite parents from various countries to present to class and/or participate in culminating activities	[X]	[X]	[X]		
Annual Cost				0	

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
9-12	Study trips to cultural destinations deemed appropriate to support instruction	real-world language interactions	
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Common Assessments	[X]	[X]	[X]	[]
Units of Study	[]	[X]	[X]	[]
Real-world activities and events	[]	[]	[X]	[]

Other Academic Area

World Languages

Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 3,700

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	3,700

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Achievement

Educationally Disadvantaged Youth (EDY) #1 (Socio-Economically Disadvantaged - SED)

Strategy to be used during the **2012-13** school year:

Response to Intervention (RTI) - Collaborative Inclusion Model

Description of the above strategy:

Within the Collaborative Inclusion model core general education teachers are teamed with special education teacher to team teach the core. General education students and special education students who are struggling receive intensive services during the core academic period by either the general or special education teacher. The special education teacher teams for two periods with a general education core teacher, has one period for collaboration with general education teachers and to monitor special education students and has two tutorial periods to work intensively with special and general education students who need more intensive services.

Our specific program is set up as follows:

We have implemented the Applied Academics Academy (AAA) for students whose cognitive abilities served by NSH and SH classrooms. The purpose is to promote academic, vocational and social skills needed to be successful in the real world.

Our SPED teachers are working collaboratively with the Gen Ed teachers in assigned classrooms.

Additionally, implementation of a specialized program for students identified as needing services provided in a special day class that includes CORE instruction aligned with state content standards (BASICS 2), pre-vocational education and life-skills instruction. Students who meet the criteria for SDC (special day class) placement represent students with varying cognitive and physical disabilities and those on the Autism spectrum. Instruction is provided in large group, small group, individual, and dyad setting. Mainstreaming is encouraged, but when any Special Ed student cannot succeed in a mainstream setting, they will be placed in a self-contained class. This decision will be made by the student's IEP team, and is not restricted to those students currently in an SH setting. Whenever possible, life skills instruction takes place in the environment in which the skill will be used. Special Ed teachers will collaborate regularly on team taught lessons, study trips, and Community Based Instruction. ELA will have an increased focus on reading skills. General Education students who are not successful in their classes can be offered a tutorial or similar services to help them succeed.

We have used this strategy for **1** year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**

This is a new strategy this year.

Action steps to implement the strategy:

By 8/30/12 we will Special Ed teachers will be teamed with General Ed teachers. General Ed teachers will know who are the Special Ed students in their classes and have been informed of the necessary modifications they must make for Special Ed students.

By 09/15/12 we will Examine CST and CAHSEE data to determine Special Ed students' academic needs. We will also discuss differentiated instruction strategies to meet these needs and begin our ongoing collaboration and coaching to help General Ed teachers modify lessons/instruction to meet the needs of mainstreamed Special Ed. students.

By 11/15, 1/20/12, 03/10 we will Examine Benchmark and classroom assessment data on a quarterly basis to determine if differentiated instruction strategies for Special Ed students are successful. We will modify lessons and strategies as needed

By 5/01/13 we will begin planning for next year.

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	Revolution Prep Additional materials used upon approval, paper, toner	
Parent (008)		
Professional Dev (024)		
Technology (001)	Computers, laptops, LCD	
Library (006)	SRI text	
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
Accommodations and Modifications Training	SpEd Dept Chair	[X]		[]		[]	
Collaborative Model	District SPED Administration	[X]		[]		[]	
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Special Ed teachers meeting with General Ed teachers	[X]	[]		
Annual Cost				0

Parent involvement activities to support the strategy

Activity	Focus			Cost
	Academics	Community Building	Communications	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
	Annual Cost	0

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base- Assessments	Student Work	Program Embedded Assessments	Other
CAHSEE	[X]	[]	[X]	[]
Classroom assessments and student work	[]	[X]	[X]	[]

**Educationally Disadvantaged Youth (EDY) #1
(Socio-Economically Disadvantaged - SED)**

Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Achievement

Educationally Disadvantaged Youth (EDY) #2 (Socio-Economically Disadvantaged - SED)

Culturally Responsive Pedagogy

Strategy to be used during the **2012-13** school year:

Daily use of culturally responsive practices both inside and outside the classroom.

Description of the above strategy:

All staff will support high achievement by all students and close the achievement gap between student subgroups by:

- incorporating culturally responsive pedagogy into teaching and learning across the school
- effectively using the Equity Walkthrough Protocol to identify areas of focus, and
- using culturally responsive approaches with students and other stakeholders

The specific strategy components are as follows:

Based on CAHSEE and CST data, as well as our internal needs assessment, we identified four specific strategies or practices that we will put into place over the 2012-13 academic year. All staff will support high achievement by all students and close the achievement gap between student sub groups by:

1. Implementing the Black Board Configuration (BBC) site-wide
2. Using Explicit Direct Instruction daily across core content areas
3. Implementing the Exit Slip formative assessment strategy across content areas
4. Use of Think-Write-Pair-Share and other CRP strategies in classroom across content area
5. Use of the site-wide writing rubric and graphic organizer to promote the instruction of expository writing and explicit corrective feedback in a systematic format across grade-levels and content areas
6. Reduce Suspensions and increase time students miss class due to discipline issues.

- | |
|---|
| <input checked="" type="checkbox"/> We have used this strategy for 2 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):
24 point increase in ELA CST scores for our black subgroup. 21 point increase in ELA CST scores for our latino subgroup. 23 point increase in ELA CST scores for our socio-economic disadvantaged subgroup. |
| <input type="checkbox"/> This is a new strategy this year. |

Action steps to implement the strategy:

By Oct 2012 we will Teachers will be provided professional development to familiarize them the identified strategies
--

By On going we will Instructional Specialist and coach will support teachers in their endeavors as they develop multi-modal teaching strategies.

By January 2012 we will SIOP coach will support SIOP teachers in providing professional development in Content and Language Objectives, which should be included in the BBC
--

By On Going we will Teachers will post on the blackboard the standards for the day.
--

By twice annually we will conduct equity walk throughs
--

By January 17 2013 we will Conduct District walkthrough
By Aug thru June we will Meet monthly to review, monitor, and evaluate the implementation of the two actions selected for this school
By Nov 30 2012 we will complete the Restorative Justive training program

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	paper, toner for copy machines, standards charts, lamination	EIA/SCE 8746
Parent (008)		
Professional Dev (024)	professional literature.	
Technology (001)		
Library (006)		
Annual Cost:		8,746

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
School Improvement Coordinator	1 FTE		[]	SIG 104263
Annual Cost				104,263

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
Site Equity Protocol process	Site Administration	[X]		[]		[]	
District provided training modules	Site Administration	[X]		[]		[]	
Equity Training	Bonnie Davis	[]		[]		[]	
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Annual Cost				0

Parent involvement activities to support the strategy

Activity	Focus			Cost
	Academics	Community Building	Communications	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
9-12	Bonnie Davis - culturally responsive approaches to classroom management professional development	
Annual Cost		5,000

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Results of internal walkthrough	[]	[]	[]	[X]
Suspension Rates	[]	[]	[]	[X]
Attendance Rate	[]	[]	[]	[X]
Results of the District Equity Walk Through	[]	[]	[]	[X]

**Educationally Disadvantaged Youth (EDY) #2
(Socio-Economically Disadvantaged - SED)**

Summary of Costs

Materials

Total Expenditures: 8,746

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	8,746

Additional Certificated Staff

Total Expenditures: 104,263

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	104,263

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 5,000****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	5,000

Student Achievement

Educationally Disadvantaged Youth (EDY) #3 (Socio-Economically Disadvantaged - SED)

Strategy to be used during the 2012-13 school year:

During the 2012-13 academic year, daily we will continue to use CAHSEE 380, an on-line, standards-based, individualized preparation program for students scoring below basic and far below basic in CST 10-11 in grade 10. We will continue with CAHSEE intervention for students who have not yet passed the English CAHSEE in grades 11 and 12. We will also continue the use of a graduate tutor to provide support to at risk students in content area classes and during the first months of school additional support will be provided by a contractor to ensure that underserved students have the support they need to be successful.

Description of the above strategy:

10th grade students scoring far below basic or below basic in General Math/Algebra 1 or Reading language Arts will be enrolled into a CAHSEE 380 preparation class. Our goal is to develop and support core skills essential to success in high school, increase the passage rate of the California High school Exit Exam (CAHSEE) and to increase the number of students matriculating from grades 9 through 12 and graduation by preventing their experiences of failure.

Program embedded assessments are used to test student mastery. When students become proficient in the standards assessed by CAHSEE they can be exited from CAHSEE classes and reprogrammed.

The CAHSEE 380 classes will have a maximum size of 30 to ensure maximum interaction with the CAHSEE prep teacher.

11th and 12th grade students who have not yet passed the English CAHSEE will take CAHSEE Intervention Classes to prepare them for the next test administration, as CAHSEE passage is a graduation requirement for most students.

- | |
|--|
| <input checked="" type="checkbox"/> We have used this strategy for 2 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):
a 10% increase in CAHSEE math passage for 10th grade students |
| <input type="checkbox"/> This is a new strategy this year. |

Action steps to implement the strategy:

By 9/30/12 we will Identify those students needing support after having examined CST and CAHSEE data

Purchase CAHSEE 380 licences

By 9/14/12 we will Place the students in the support classes.

By 11/15/12 we will Examine embedded assessment and class test data for students in support class to determine efficacy of these classes and to modify instruction accordingly.

By 12/17/2012 we will Re-program for semester two students that have tested out of the program via program embedded assessments.
--

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	Instructional materials, paper, toner, supplemental books	
Parent (008)		
Professional Dev (024)		
Technology (001)	Computers, LCD projectors for online study and data collection, CAHSEE 380 licenses	
Library (006)		
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Graduate tutor	7.5		[]	Title I 10135
				EIA/SCE 19065
Annual Cost				29,200

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
CAHSEE 380	Breeze Curran	[]		[X]		[]	
CAHSEE Intervention	Breeze Curran	[]		[X]		[]	
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Teacher collaboration around CAHSEE and students needing extra help to pass	[]	[X]		
Training provided by Revolution Prep	[]	[]	Initial and additional support as needed	
Teacher Collaboration to discuss and plan around program implementation, course expectations, use of CAHSEE released test questions.	[]	[]	Meetings as needed	
Annual Cost				0

Parent involvement activities to support the strategy

Activity	Focus			Cost
	Academics	Community Building	Communications	
Requesting their input and support of the instituted programs.	[X]	[X]	[X]	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
9-12	Revolution Prep (CAHSEE 380 and CAHSEE Intervention)	
9-12	Contractor to provide outreach and student support during start of school.	EIA/SCE 2750
Annual Cost		2,750

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
CAHSEE Results	[X]	[]	[X]	[X]
class assessments	[]	[X]	[X]	[]
CAHSEE 380 Reports	[X]	[X]	[X]	[]

**Educationally Disadvantaged Youth (EDY) #3
(Socio-Economically Disadvantaged - SED)**

Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Classified Staff

Total Expenditures: 29,200

Expenditures by Funding Source:

Title I	10,135
EIA/LEP	0
EIA/SCE	19,065

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 2,750****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	2,750

Student Achievement

Special Education

Strategy to be used during the 2012-13 school year:

Fully mainstreaming the RSP/NSH students into core social studies, science and English and math classes as needed, while providing Special Education classes to address students whose academic levels prevent them from being successful in the general education setting.

Description of the above strategy:

1. RSP/NSH students are placed in the regular education classrooms; Special Ed teachers or aides push in to those classrooms. In the general education classes, Special Ed teachers/aides focus on differentiated instruction. Special Ed teachers will collaborate with regular ed teachers to assist them in modifying lessons to meet the needs of the mainstreamed Special Ed students. In addition, teachers will work together to develop assessments to meet the needs of the special ed students. Peer observation opportunities will be provided.

2. Special Education classes in the core content areas (math, science, social studies, english) will be offered for any Special-Ed student who is not successful in the mainstream placement.

3. TEP students will be taught in a special day class which focuses on positive behavior instruction, along with instruction aligned with state content standards. Upon reaching level 6 of the TEP program students are mainstreamed into General Education classes.

4. (SH) Implementation of a specialized program for students identified as needing services provided in a special day class for Severely Handicapped (SH) students that includes CORE instruction aligned with state content standards (BASICS 2), pre-vocational education and life-skills instruction. Students who meet the criteria for SDC (special day class) placement represent students with varying cognitive and physical disabilities and those on the Autism spectrum. Instruction is provided in large group, small group, individual, and dyad setting. Mainstreaming is encouraged, but when any Special Ed student cannot succeed in a mainstream setting, they will be placed in a self-contained class. This decision will be made by the student's IEP team, and is not restricted to those students currently in an SH setting. Whenever possible, life skills instruction takes place in the environment in which the skill will be used. Special Ed teachers will collaborate regularly on team taught lessons, study trips, and Community Based Instruction. ELA will have an increased focus on reading skills.

We have used this strategy for 4 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):

Research shows that SPED students who have been appropriately mainstreamed perform better academically when they attend class with general education students when they are supported through their IEP and their case managers.

This is a new strategy this year.

Action steps to implement the strategy:

By 8/25/2012 we will

NSH/RSP teachers will be teamed with General Ed teachers who teach their mainstreamed students. General Ed. teachers will know who the Special Ed students in their classes are, and will be informed of the necessary modifications they must make for SPED students.

TEP teachers will assess their students using the district-sponsored baseline assessments, as well as develop positive behavior goals for each of the students in their class.

By **9/15/2012** we will
all NSH and RSP teachers will have caseloads of students that are determined by grade level.

Examine CST and CAHSEE data to determine Special Ed students' academic needs. We will also discuss differentiated instruction strategies to meet these needs and begin our ongoing collaboration and coaching to help General Ed teachers modify lessons/instruction to meet the needs of mainstreamed Special Ed. students.

By **10/15/2012** we will
all NSH and RSP teachers will have a grade-progress board up in their classroom. All SPED students will have a box in their case-manager's classroom. Inside the box will be any classes that the student is receiving a D or F in. This will allow the students to track their own progress.

NSH/RSP teachers will compile all the IEP's at a glance into a binder, which will be kept in the department chair's room. All general ed teachers will have access to the binder and therefore the IEP's at a glance for the SPED students in their classes.

By **11/15/2012** we will
Examine Benchmark and classroom assessment data and student grades on a quarterly basis to determine if differentiated instruction strategies for Special Ed students are successful. We will modify lessons and strategies as needed. By 3rd quarter we will revisit/reprogram to facilitate collaboration.
By 4th quarter we will begin hand-programming for the following year.

NSH and RSP teachers will examine benchmark and classroom assessment data and students grades (on a quarterly basis) to determine if differentiated instruction strategies for SPED students are successful. We will modify lessons and strategies as needed. By 3rd quarter we will revisit/reprogram to facilitate collaboration. By 4th quarter we will begin hand-programming for the next year.

NSH and RSP teachers will examine their students' grades, and determine the need for an IEP to intervene in situations where they are not being successful

SH teachers will decide CBI and study trips for the year, prepare their calendar and the necessary paperwork.

By **11/15/12** we will Begin implementation of a specialized program for students identified as needing services provided in a special day class that includes core instruction aligned with state content standards (SEACO), pre-vocational education and life skills instruction We will review student achievement data quarterly to determine the efficacy of the program and modify as needed. We will implement services for students who qualify for SDC placement.

By **1/18/2012** we will NSH teachers will examine their students' grades and test results to determine whether they are being successful in a mainstream setting. If the IEP team determines that the student is not being successful in a mainstream setting, the student will be placed in an SDC. This SDC class (called the AAA program) will offer a combination of standards-aligned instruction and pre-vocational/life skills education, as determined by the case managers. Qualification for this service will be determined by the IEP team.

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	<p>NSH/RSP - Adapted consumable materials that allow for modification/accommodations as required in general ed classes. NSH/RSP - Modified reading books (such as modified versions of Romeo and Juliet, Frankenstein, Huck Finn, The Odyssey, Of Mice and Men, To Kill a Mockingbird, etc.) See attached list.</p> <p>NSH/RSP – Math manipulatives for each Tutorial classroom.</p> <p>NSH/RSP – 90 Binders (1 for every mainstreamed SPED student) to keep track of daily assignments as well as weekly progress reports.</p> <p>SH – multiple texts and classroom materials as needed to prepare a model program garnering life skills, academic skills, and social skills.</p> <p>SH – Life skills materials such as food supplies to teach SH students skills like cooking and food preparation, so as to sustain independent living after high school.</p> <p>Whiteboards for interactive student learning, poster size laminator</p>	
Parent (008)	<p>SH- Monthly newsletter home stating progress of the classes.</p> <p>RSP/NSH- Parents will be involved in the IEP process for their students, chaperoning field trips, classroom volunteering, and school wide events their children are in.</p>	
Professional Dev (024)	<p>Council for Exceptional Children Conference, TASH Conference, CEC Membership, TASH Membership, Staff Development Retreat. release days for dept collaboration., Conference Autism & Sensory Processing Disorders</p>	
Technology (001)	<p>NSH/RSP – Materials for listening stations. 3 new computers, 6 pairs of headphones (1 per tutorial class), as well as audio recordings of the literature books being taught in General Ed. classes.</p> <p>NSH/RSP/TEP – 4 laser printers for printing IEPs, classwork, and student grades/progress reports.</p> <p>NSH/RSP/TEP/SH – Software to support curriculum. Speech recognition software (Dragonspeak Premium), as well as CAHSEE prep software.</p>	
Library (006)	<p>NSH/RSP - ELA dictionaries, as well as 20 “digital dictionaries”.</p>	
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Teacher Collaboration Hours			[X]	
Peer Observations and Release Time			[X]	
Annual Cost				0

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
SPED training for teachers	Pupil Services	[X]		[]		[]	
Collaboration between general education and Special Education teachers	Teacher Coach	[X]		[]		[]	
Meeting with all school faculty to discuss accommodations and modifications for mainstreamed SPED students.	SPED department	[X]		[]		[]	
CEC Conference (SH)		[]		[]		[X]	
Autism & Sensory Processing Disorder	Summit Professional Education	[]		[]		[X]	
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
NSH/RSP Special Ed. Teachers collaborate with a variety of General Ed. Teachers.	[]	[X]		
Scheduled collaboration is on Wednesday. SPED teachers are to attend for department meetings and collaboration.	[X]	[X]		
Peer coaching	[X]	[]		
Annual Cost				0

Parent involvement activities to support the strategy		Focus			Cost
Activity	Academics	Community Building	Communications		
Parents in IEP process, help determine programming needs	[X]	[X]	[X]		
SH Monthly Newsletter	[X]	[X]	[X]		
Meeting to describe AAA program	[X]	[]	[X]		
Annual Cost				0	

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
09-12	SH – Oakland Museum, San Francisco Symphony, Amtrak to Sacramento (legislature), San Francisco Ballet, Albany Bowl, Pinole Lanes, CBI to store/restaurants, Lawrence Hall of Science, Hall of Health, Chabot Space & Science, zoo, etc	Life skills, social development, academic achievement, music, science, math, and English.	
09-12	Occupational meetings/programs and community education opportunities.	Life skills, transition goals.	
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Student grades/Progress	[X]	[X]	[X]	[X]
CAHSEE	[X]	[]	[X]	[]

Special Education

Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Achievement

Gifted and Talented Education (GATE)

Strategy to be used during the 2012-13 school year:
Differentiated instruction, using the acceleration/pacing component

Description of the above strategy:
Teachers will adapt curriculum to meet the needs of GATE students using differentiated instruction, and direct instruction to increase rigor.

We have used this strategy for 3 year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**
We have mixed results depending on subject area.

This is a new strategy this year.

Action steps to implement the strategy:

By 09/15/12 we will Examine CST & CAHSEE data for GATE students to determine areas of need.
By 09/15/12 we will Have notified all teachers of GATE students in their classes.
By 09/15/12 we will Use Explicit, Direct Instruction model to increase rigor.
By 11/15/12 we will On a quarterly basis, examine CST, CAHSEE, Benchmark assessment data and grades of GATE students to determine student needs and modify instruction accordingly.

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	paper and tone for copy machine, additional books for differentiating instruction	
Parent (008)		
Professional Dev (024)	teacher books on differentiated instruction	
Technology (001)		
Library (006)		
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Teacher Collaboration			<input checked="" type="checkbox"/>	
Annual Cost				0

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
Training for Differentiated Instruction & Explicit, Direct Instruction	IS and Coach	[]		[X]		[]	
Differentiated Instruction training	District	[X]		[]		[]	
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Collaboration about targeted students	[X]	[]		
Annual Cost				0

Parent involvement activities to support the strategy

Activity	Focus			Cost
	Academics	Community Building	Communications	
Site GATE parent meetings 3 times a year	[X]	[X]	[X]	
Posting of agendas, minutes, & GATE newsletter	[]	[X]	[X]	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Grades of GATE students	[]	[X]	[X]	[]
CAHSEE	[]	[]	[]	[]

Gifted and Talented Education (GATE)

Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Achievement

English Learners (EL) #1

Strategy to be used during the 2012-13 school year:

Provide all EL students enrolled in ELD with daily, in-depth direct instruction in writing according to the ELD and CAHSEE standards and the students' diagnosed levels of English language proficiency

Description of the above strategy:

Teachers will provide instruction on the writing process, writing strategies and writing applications during the ELD classes. The students will master the appropriate ELD writing and connected ELD standards in Listening, Speaking and Reading for their level of proficiency by using the writing process in expository writing. The ELD teachers will review student data and work, including WRITE unit final products, to determine the areas of greatest need, to inform and plan instruction, to determine areas for reteaching as necessary, and to collaborate and plan with other teachers of English learners. Teachers new to ELD will participate in the District-sponsored WRITE training. All teachers will participate in training to calibrate use of the site-wide expository writing rubric. Students will be provided with writing rubrics in order to self evaluate their writing. Adjunct staff such as instructional coaches and a grad tutor will be used to help with student writing instruction and conferencing. Supplemental materials and teacher resource materials will be purchased to support this strategy. We will continue to work with Bonnie Davis as a consultant. Administration will spend more time in ELD classes to support student and teachers.

- We have used this strategy for 2 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):
 We approached the AMAO goals and find the above strategies affective. This year, in addition we will implement a program directly supporting ELD 5 students in core content classes using the site-wide writing rubric created by the ELA/ELD Department.
- This is a new strategy this year.

Action steps to implement the strategy:

By 10/15/2012 we will Have list of EL students distributed to all teachers
By 11/30/2012 we will We will have trained ELD teachers to use the writing rubric and have one product graded using said rubric
By 1/3/2013 we will Have a collaborative meeting to analyze student growth writing from ELD classes and refocus instruction to support passage of CAHSEE in February (10th grade) and subsequent administrations.
By 1/13/13 we will Properly analyzed all 2012 ELD CST data to provide better support for students.

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	Writing journals, writing folders, fiction and non-fiction books and periodicals, book making materials, display boards, pens, self-stick note pads, index cards, transparencies, audio books, laminator and laminating materials, publishing materials, headphones, science materials and supplies.	EIA/LEP 17,000
Parent (008)	paper, refreshments and other supplies for meetings	
Professional Dev (024)		
Technology (001)	Software for beginning EL students, computers, printers, headphones, tables & lockdowns to secure computers, class set of laptops, lockdowns.	
Library (006)	Bilingual Dictionaries	
Annual Cost:		17,000

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Teacher Collaboration			[X]	EIA/LEP 9705
Afterschool Tutoring			[X]	EIA/LEP 8700
Annual Cost				18,405

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Graduate Tutor	.23		[]	EIA/LEP 10268
Annual Cost				10,268

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
Attend the California Association on Bilingual Education (CABE) or CATESOL	CABE or CATESOL	[]		[]		[X]	
WRITE Training	Brian Fraim	[X]		[]		[]	
Keystone Training	Publisher	[X]		[]		[]	
Annual Cost							5,000

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Annual Cost				0

Parent involvement activities to support the strategy

Activity	Focus			Cost
	Academics	Community Building	Communications	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
9-12	plays, conferences, historic sites and science venues	reinforcement of content standards and opportunities to develop English skills through listening, speaking and writing.	EIA/LEP 5000
Annual Cost			5,000

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:

	Focus <i>(must collect data from at least 2 focus areas)</i>			
Data Collected	Standards Base- Assessments	Student Work	Program Embedded Assessments	Other
Student work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CELDT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English Learners (EL) #1

Summary of Costs

Materials

Total Expenditures: 17,000

Expenditures by Funding Source:

Title I	0
EIA/LEP	17,000
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 18,405

Expenditures by Funding Source:

Title I	0
EIA/LEP	18,405
EIA/SCE	0

Additional Classified Staff

Total Expenditures: 10,268

Expenditures by Funding Source:

Title I	0
EIA/LEP	10,268
EIA/SCE	0

Professional Development

Total Expenditures: 5,000

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	5,000

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 5,000****Expenditures by Funding Source:**

Title I	0
EIA/LEP	5,000
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Achievement

English Learners (EL) #2

Strategy to be used during the 2012-13 school year:

Trained teachers will provide explicit direct instruction to EL students using the Sheltered Instruction Observation Protocol (SIOP) daily in core content classes.

Description of the above strategy:

There is a school wide focus on integrating expository writing with emphasis on content literacy across the curriculum, especially to meet the needs of English Learners. The site wide rubric and graphic organizer will be implemented to support success of ELs in the area of expository writing.

SIOP model will be used by trained teachers (92 teachers in each core content area). Those teacher leaders will also support colleagues by providing training and modeling of content and language objectives and the SIOP model of instruction.

We have used this strategy for 1 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):
that the use of SIOP strategies have increased the API of EL students in multiple areas per CST data

This is a new strategy this year.

Action steps to implement the strategy:

By 11/6/12 we will We will have had 3 meetings to address data analysis of CST, CAHSEE and Benchmark data to drive the Explicit Direct Instruction.
By 12/01/2012 we will SIOP teacher check-in with IS; continued training
By 01/05/2013 we will Turn-around training provided by SIOP coach
By 02/01/2013 we will Admin Walk-throughs will continue to ensure implementation.

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)		
Parent (008)		
Professional Dev (024)	.	
Technology (001)	Software for beginning EL students, headphones.	
Library (006)		
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Annual Cost				0

Parent involvement activities to support the strategy

Activity	Focus			Cost
	Academics	Community Building	Communications	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Student Work	[X]	[X]	[X]	[]
Number of students reclassified	[]	[]	[]	[X]

English Learners (EL) #2

Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Achievement

Extended Learning #1 (Before/After/Saturday School)

Strategy to be used during the **2012-13** school year:
After school tutoring will be offered Tuesday and Thursday weekly.

Description of the above strategy:
Content area tutoring Tues and Thurs every week

We have used this strategy for **3** year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**
We are continuing this because we have found after school and weekend tutoring (academic intervention) have a positive effect on student achievement.

This is a new strategy this year.

Action steps to implement the strategy:

By 10/01/2012 we will Teachers will begin providing tutoring services
By 03/01/2013 we will 10th grade CAHSEE prep bootcamp will be held prior to CAHSEE testing
By 04/15/2013 we will Have CST rally per grade level

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	Instructional materials, paper, toner and pencils, motivational tools	
Parent (008)		
Professional Dev (024)		
Technology (001)		
Library (006)		
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Teacher Hours for Tutoring			[X]	Title I 7500
Annual Cost				7,500

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
Annual Cost							0

Teacher collaboration time to implement the strategy:		Frequency			Cost
Activity	Weekly	Monthly	Other		
Tutors and teachers collaborate to meet needs of students in the tutorials	[X]	[]			
Annual Cost				0	

Parent involvement activities to support the strategy		Focus			Cost
Activity	Academics	Community Building	Communications		
Parent must agree to get students to and from tutoring	[]	[]	[X]		
Annual Cost				0	

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Data Collected				
CAHSEE	[X]	[]	[]	[]
Classwork and tests	[X]	[X]	[X]	[]

**Extended Learning #1
(Before/After/Saturday School)**

Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 7,500

Expenditures by Funding Source:

Title I	7,500
EIA/LEP	0
EIA/SCE	0

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Achievement

Extended Learning #2 (Before/After/Saturday School)

Strategy to be used during the **2012-13** school year:
Teachers Early Back (Extended Year Process)
Administration extended year

Description of the above strategy:

Per SIG implementation De Anza will extend their year by starting 5 days early to help support students in the academic and social areas. Also 5% increase for daily extra 15 extended learning time.

<input checked="" type="checkbox"/> We have used this strategy for 1 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):
<input type="checkbox"/> This is a new strategy this year.

Action steps to implement the strategy:

By 8/1-2/2012 we will Have our walkthrough for parents students
By 8/13/ we will start school school

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)		
Parent (008)		
Professional Dev (024)		
Technology (001)		
Library (006)		
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Teacher salary for additional school days	1.0		[]	SIG 66470
(9th grade house teachers oreintation process			[]	
5% pay increase for additional minutes learning time			[]	SIG 123743
Administration early back			[]	
Annual Cost				207,037

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Annual Cost				0

Parent involvement activities to support the strategy

Activity	Focus			Cost
	Academics	Community Building	Communications	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other

**Extended Learning #2
(Before/After/Saturday School)**

Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 207,037

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	207,037

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Achievement

Extended Learning #3 (Site-Based Summer School)

Strategy to be used during the **2012-13** school year:

Description of the above strategy:

We have used this strategy for year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available)**:

This is a new strategy this year.

Action steps to implement the strategy:

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)		
Parent (008)		
Professional Dev (024)		
Technology (001)		
Library (006)		
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Annual Cost				0

Parent involvement activities to support the strategy

Activity	Focus			Cost
	Academics	Community Building	Communications	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other

**Extended Learning #3
(Site-Based Summer School)**

Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

**ACTION PLAN
FOR IMPROVING STUDENT ACHIEVEMENT
(STUDENT SUPPORT SERVICES)**

Data Analysis
(Attendance, Health and Safety, Climate)

Data Reviewed	Concern/Strength	Description of Findings (400 character max)
Attendance	Area of concern Area of strength	2010-11 average attendance: %
Suspension Data	Area of concern Area of strength	
Parent/Community Survey	Area of concern Area of strength	
Crime Statistics - Site	Area of concern Area of strength	
Other:	Area of concern Area of strength	
Other:	Area of concern Area of strength	

Student Programs

Attendance

Program to be used during the **2012-13** school year:

To address our intensive Attendance Focus there will be increased communication between school and families regarding attendance using administrators, counselors, and attendance clerk to identify truant students and hold prevention Meetings. In addition, students that are habitually tardy will receive consequences and support.

Description of the above Program:

Staff and technology will work together in order to ensure that student attendance improves through a concerted effort by site administration, site safety personnel and district resources.

Attendance Clerk and Administrators will meet with families of students that have been Identified by the Attendance Clerk as in danger of becoming truant. The goal is to prevent truancy before it becomes habitual and to increase student time in the classroom.

We have used this Program for **1** year(s) and plan to continue the Program this year because data shows **(include findings from the SPSA Monitoring form where available):**

This is a new Program this year.

Action steps to implement the Program:

By Nov 15, 2012 we will
Have instituted an intensive review of students who are beginning to show excessive absences.

Will have started pulling weekly attendance reports and scheduled first truancy meetings

By October 2012 we will
Have notified identified students and parents in both writing and verbally of the need to be in school and attend regularly to academically achieve as well as enrollment into the Notice of Truancy sequence.

Meeting started; Attendance data of students who have already had a meeting is tracked. Outcome determines next steps.

By November 2012 we will **Those students targeted will have received a counseling session with SWAT personnel, site administrators, counselors and law enforcement personnel (RPD and Contra Costa County Probation) to determine what can be done to garner higher attendance.**

By Sept. 30, 2012 we will **have implemented the new truancy notification process.**

By 1/30/2013 we will **begun implementing The Restorative Justice Program to help increase attendance rates.**

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)		
Parent (008)		
Professional Dev (024)		
Technology (001)	computer	
Library (006)		
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Community Worker BL	1.0		[]	SIG 35456
Community Worker BL			[X]	
Student Support Counselor			[X]	SIG 85068
Annual Cost				121,281

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
PowerTeacher training	District Trainers/DAHS Staff	[X]		[]		[]	
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Annual Cost				0

Parent involvement activities to support the strategy

Activity	Focus			Cost
	Academics	Community Building	Communications	
Parental Involvement will consist of monitoring and encouraging their students to attend school, meeting with school officials.	[X]	[X]	[X]	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Attendance report from district	[]	[]	[]	[X]
Power school reports	[]	[]	[]	[X]

Attendance
Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Classified Staff

Total Expenditures: 121,281

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	121,281

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Programs

Health and Safety

Programs to be used during the 2012-13 school year:

Program	Activity
Tobacco Use Prevention Education (TUPE)	<p>Students in grade 9 receive tobacco prevention instruction utilizing the research-validated curriculum, Toward No Drug Abuse in Cultural Geography Classes</p> <p>Tobacco Peer educators are trained to deliver classroom presentations on tobacco prevention through TUPE 9-12 grant.</p> <p>Tobacco intervention groups are available for students who are in violation of use or possession of tobacco products.</p>
Safe and Drug-Free Schools (SDFS)	<p>Students in grade 9 use the research-validated prevention instruction, Toward No Drug Abuse curriculum.</p> <p>Grade 9 and 11 students participate in the CA Healthy Kids Survey. Data is utilized to inform program development and implementation and evaluation for S3 grant funding.</p>
Conflict Mediation	<p>Student mediation will be coordinated by a Counselor or Teacher, who will attend a number of trainings so as to oversee and perform training for student peer counselors and peer educators.</p> <p>S3 grant funding will be used for the specific purpose of increasing student perception of safety on campus.</p>
Other: Creating a clean safe environment for students, staff, parents, and community members	<p>De Anza Senior High School has implemented a tiered discipline plan to create an environment of high social expectations for behavior that is consistent and workable for staff and students. The plan depends heavily on parental contact and cooperation. In addition, we plan to keep our physical facility safe by purchasing necessary equipment to assist security and administrative staff in doing so.</p>
Other: Health Center	<p>Contracts will be made with BACR to support a site based health center that will provide mental health counseling, basic health services, health education and conflict mediation to support students.</p>

We have used this Program for year(s) and plan to continue the Program this year because data shows **(include findings from the SPSA Monitoring form where available)**:

This is a new Program this year.

Action steps to implement the Program:

By 11/30/2012 we will Have revised Safety Plan and shared it with all stakeholders. We will have identified teachers in Cultural Geography who need training in the curriculum for Toward No Drug Abuse. We will also have purchased all supplies need for this program.
By 09/09/12 we will Have held a presentation for all stakeholders on Health Center services during Back to School Night, protocols, and processes for referral.
By 04/01/12 we will Have collected data on all programs offered in Health and Safety plans.
By 11/30/12 we will Trained lead team including, teachers, counselors, administrators, site supervisors in the Restorative Justive Program.
By 1/30/13 we will Begin implementing the Restorative Justice process.

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	supplies for Toward No Drug Abuse program (\$1,000), first aid supplies and equipment.	
Parent (008)		
Professional Dev (024)	Substitutes to cover teachers attending P.D. (Restorative Justice).	
Technology (001)	additional walkie talkies to facilitate communication between Site Superviors, P.E. department and Administration	
Library (006)		
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Site Supervisor	1 FTE		[]	SIG 51682
Bay Area Peacekeepers	.50		[]	
Annual Cost				51,682

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
Toward No Drug Abuse	BACR	[]		[X]		[]	
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Annual Cost				0

Parent involvement activities to support the strategy		Focus			Cost
Activity	Academics	Community Building	Communications	Annual Cost	
					Annual Cost

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
			Annual Cost
			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
9-12	BACR Health Services	SIG 100000
9-12	Bay Area Peace Keepers (Gang and violence prevention)	
		Annual Cost 100,000

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Referrals, suspensions and expulsions	[]	[]	[]	[X]
Healthy Kids Survey	[]	[]	[]	[X]

Health and Safety

Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Classified Staff

Total Expenditures: 51,682

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	51,682

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 100,000****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	100,000

Student Programs

School Climate #1

Strategy to be used during the **2012-13** school year:

Daily use of Culturally Responsive classroom management plans and behavior policies to decrease disproportionality in referrals and suspensions and increase the positive engagement of all students.

Description of the above strategy:

- **Culturally Responsive engagement strategies will be used by all staff**
- **Schoolwide Culturally Responsive ways of managing behavior and discipline will be implemented consistently across the school**
- **Situational appropriateness as it relates to both social and academic behavior will be consistently taught at all grade levels.**

Creation of a school-wide behavior matrix that supports a system of counseling, intervention and progressive discipline. Also 9th grade house development which includes tutoring and family support.

We have used this Program for **2** year(s) and plan to continue the Program this year because data shows **(include findings from the SPSA Monitoring form where available):**

This is a new Program this year.

Action steps to implement the Program:

By 09/01/12 we will Have planned a calendar of cultural events for the year.
By 09/20/12 we will Have planned a series of college visits and/or events to emphasize college.
By 09/20/12 we will Have planned a tentative calendar of student-sponsored activities and events to promote understanding, fun, & development.
By 10/12-06/13 we will Prepare work plan for S3 grant and implement programs in conjunction with the Health Center. Ongoing events
By 9/30/12 we will Continue work with Glenn Singleton's Courageous Conversation.
By 10/31/12 we will Implement Focus on five

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)	Paper, incentives, meeting supplies and other program related material, daily planners based on the Seven Steps of Successful Teenagers.	
Parent (008)	As needed for various projects, food and drinks for parent meeting.	

Professional Dev (024)	Conference The Summit for Courageous Conversations 2011 Restorative Justice Training	
Technology (001)		
Library (006)		
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Three teachers at .2 to equal .6 of intervention programs for 9th grade house.	.6		[]	SIG 33225
Annual Cost				33,225

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
Staff Development Retreat Bodega Bay	Staff	[X]		[X]		[X]	
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Annual Cost				0

Parent involvement activities to support the strategy

Activity	Focus			Cost
	Academics	Community Building	Communications	
Parents will also be actively recruited and invited to attend college and school related programming	[X]	[]	[X]	
Annual Cost				0

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
9-12	College visits	Promote college attendance	
9-12	Acknowledgement of accomplishments	Positive relationship building	
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
9-12	Staff Development Retreat Bodega Bay (facility use, room & board, presenters, etc.)	
Annual Cost		0

SPSA Monitoring:

	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base- Assessments	Student Work	Program Embedded Assessments	Other
Data Collected				
Referrals, suspensions, expulsions	[]	[]	[]	[X]
Attendance of activities	[]	[]	[]	[X]

School Climate #1

Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 33,225

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	33,225

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Student Programs

School Climate #2

Program to be used during the 2012-13 school year:

Student-sponsored activities and events throughout the year will promote positive school environment; this will include a school beautification day where painting (as permitted by union contract), gardening, and general clean-up will take place. This also includes the painting of students-created murals representing all sports teams, clubs and extra curricular activities in the main hallway.

It will include mentorship and positive behavioral support.

Programs to target school safety and drug and alcohol abuse will be implemented using S3 grant funding. Programs will include but are not limited to: drug and alcohol preventions and counseling, anger management, group and individual counseling, conflict mediation, peer mentorship in a number of genres, and more.

Staff will participate in a pre-service retreat to focus on building a positive school climate and promoting academic achievement.

Finally, Title 1 funds will be used to address continued improvement in the area of closing the achievement gap. Per the KEYS Survey, the De Anza community feels it has made great strides in this area but additional support for improvement is necessary. CST, CAHSEE and matriculation data also show that more improvement is necessary. Title 1 funds will be used site wide to support improvement in CAHSEE passage, Algebra 1 mastery, appropriate matriculation and tutoring to improve CST scores for students who have yet to reach proficiency.

Description of the above Program:

Diverse groups of students will participate and/or sponsor various events that showcase groups' unique cultures and provide opportunities for understanding, fun, and development, along with promoting a college going culture.

Through positive interactions within and outside of the classrooms teachers, administrators and faculty are focusing on building positive relationships with the students. Our hypothesis is that students will engage more in academic subjects and participate in extracurricular activities more frequently.

Title 1 funds will be used to support the implementation of Cyber High credit recovery program implementation, in-class Algebra 1 support, CAHSEE preparation class implementation, and after school tutoring. We will also introduce our Focus on Five Program to further support our At-Risk population.

Our specific strategy implementation includes:

Creation of a school-wide behavior matrix that supports a system of counseling, intervention and progressive discipline. Also 9th grade house development which includes tutoring and family support.

We have used this Program for 1 year(s) and plan to continue the Program this year because data shows (include findings from the SPSA Monitoring form where available):

This is a new Program this year.

Action steps to implement the Program:

By 11/30/12 we will Provide school wide professional development on the behavior matrix

By 12/30/12 we will
As a staff, identify 3-4 strategies to use schoolwide. Implement one strategy per month with support for success.

By 09/12-06/13 we will
Provide ongoing staff development on effective CRP engagement strategies (see EDY2)

By 09/12-06/13 we will **Admin will provide quarterly time for staff to review disaggregated data on referrals and suspensions.**

By 11/30/12 we will **Fully implement the Focus on Five Program.**

Materials necessary to implement the strategy:

Focus	Materials	Cost
Program Specific for Student Use (001)		
Parent (008)		
Professional Dev (024)	Books, articles and other support literature on CRP actions for developing positive school climate S3 Grant Training	
Technology (001)		
Library (006)		
Annual Cost:		0

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card	Cost
Cyber High Teacher	1 FTE		[]	SIG 70618
Annual Cost				70,618

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card	Cost
Annual Cost				0

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference	Cost
CRP Engagment Strategies and Instruction	Bonnie Davis with IS, coach	[]		[X]		[]	
Approaches to effective student engagement	Admin, coach and ILT	[X]		[]		[]	
Annual Cost							0

Teacher collaboration time to implement the strategy:

Activity	Frequency			Cost
	Weekly	Monthly	Other	
Focus on approaches to effective student engagement	[]	[X]		
Annual Cost				0

Parent involvement activities to support the strategy		Focus			Cost
Activity	Academics	Community Building	Communications		
Constant communications between site and families	[X]	[X]	[X]		
Annual Cost				0	

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)	Cost
Annual Cost			0

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)	Cost
Annual Cost		0

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Data on student referrals and suspensions	[]	[]	[]	[X]
Data on teacher staff attendance at PD	[]	[]	[]	[X]
Teacher surveys on effectiveness of CRP strategies for classroom management	[]	[]	[]	[X]
Student surveys about climate changes and attitudes toward management based on the strategies being used	[]	[]	[]	[X]

School Climate #2

Summary of Costs

Materials

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Additional Certificated Staff

Total Expenditures: 70,618

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	70,618

Additional Classified Staff

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Professional Development

Total Expenditures: 0

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Other Contracted Services**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Overall Budget Summary

Summary of Costs

Materials

Total Expenditures: 51,085

Expenditures by Funding Source:

Title I	0
EIA/LEP	17,000
EIA/SCE	8,746
SIG	25,339

Additional Certificated Staff

Total Expenditures: 858,255

Expenditures by Funding Source:

Title I	22,000
EIA/LEP	18,405
EIA/SCE	0
SIG	817,850

Additional Classified Staff

Total Expenditures: 212,431

Expenditures by Funding Source:

Title I	10,135
EIA/LEP	10,268
EIA/SCE	19,065
SIG	172,963

Professional Development

Total Expenditures: 14,000

Expenditures by Funding Source:

Title I	0
EIA/LEP	0
EIA/SCE	0
SIG	14,000

Teacher Collaboration**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Parent Involvement**Total Expenditures: 0****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	0

Study Trips**Total Expenditures: 5,000****Expenditures by Funding Source:**

Title I	0
EIA/LEP	5,000
EIA/SCE	0

Other Contracted Services**Total Expenditures: 117,750****Expenditures by Funding Source:**

Title I	0
EIA/LEP	0
EIA/SCE	2,750
SIG	115,000

Other Coordinated Services**Total Expenditures: 91,020****Expenditures by Funding Source:**

Title I	17,052
EIA/LEP	0
EIA/SCE	0
SIG	73,968

Coordination of Services

Personnel

The staff included in the table below are the people who make it “all work together” to improve student achievement. These staff members work to support the overall, comprehensive implementation of site-based programs. Resource teachers and instructional assistants should be referenced in the strategy sections of the plan.

Position / Name	Rationale	Funding Source/Amount	
S3 Grant Coordinator / Robert McDuff /.40FTE	Coordinator implementation of S3 grant.	Other	S3/\$48308
SIG Project Assistant / Paula Raj .40 FTE	To assist and oversee SIG implementation.	SIG	59692
Reallocation money / De Anza		SIG	289052

Other Coordination of Services Costs (materials, supplies)

The materials/supplies included in the table below are the items that make it “all work together” to increase student achievement. These materials are not intended for use in specific instructional or safety/climate/attendance related programs. Instead, these materials support the overall, comprehensive implementation of site-based programs. Instructional materials, professional development, and study trips should be referenced in the strategy sections of the plan.

Item	Rationale	Funding Source/Amount	
School Wide Support Supplies	copier and printer cartridges to allow printing of instructional materials, copy paper for use of all instructional staff and administration, riso for large-scale jobs and collaborative planning, copy machines for daily assignments, laptops for check out, laser printer w/scanner for office use, postage, paper folder to send letters home, custodial supplies, bucket wringer	Title I	4,000
AVID Supplies	Avid classroom materials and supplies, Avid sweaters. Per SIG Grant	SIG	5000.00
Materials and Supplies	General sschool supplies	Title I	13,052.00
Materials and Supplies for teachers classroom prep and Food for July and August		SIG	15778
		SIG	15778
Indirect costs		SIG	53190

Agreements

The following critical compliance items are in place throughout WCCUSD:

- **Highly Qualified Teachers:** All teachers and paraprofessional involved in our academic programs will meet NCLB's highly qualified requirements. Our site coordinates with the WCCUSD Human Resources Department to ensure compliance with this item.
- **Strategies to attract and retain high quality teachers:** Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.
- **Learning Center Collaborative Model:** Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).
- Staff development, selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.
- **Parental Involvement:** We recognize that parents/guardians need to be purposely involved in the education of their children. Our school will develop systems and opportunities for parents/guardians to understand the grade level standards and assessments, as well as participate in learning at home and decision-making activities. Many of our parental involvement activities are reflected in our SPSA. The following represents our agreements:
 - Our site provides parents with individual student performance information and assistance with interpretation of the state assessment results through the following activities:
 - **Parent meetings with counselors and administrators. Informational meetings and letters home with detailed explanations. Auto dialer will update on school functions, attendance and important issues facing DAHS.**
 - Our site provides information and assistance to parents on how to understand academic content standards, assessments and how to monitor academic progress through the following activities:
 - **Grade level orientations, back to school night and individual meetings.**
 - Parents have opportunities to attend meetings to discuss programs and decisions related to their child's academic performance as follows:
 - **by appointment, grade level meetings and orientations and through informational meeting held throughout the year.**
 - Students who have difficulty attaining proficiency are identified and provided with additional academic help.
 - Parents have the opportunity to submit comments on the SPSA to the LEA if they do not find the plan to be satisfactory.
- **Schoolwide Plans and Homeless Children and Youth:** In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:
 - Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
 - Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
 - Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
 - Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.

Title I Schools Only:

- ✓ Parent Involvement is supported through the development and maintenance of
 - 1) school-level parent involvement policy - Revised on
 - 2) parent-school compact - Revised on

- ✓ Our site will hold an annual Title I meeting to
 - 1) inform parents of school's participation in Title I program,
 - 2) explain the requirements of Title I, and
 - 3) explain the rights of parents to be involved. For **2012-13** this meeting is held on:
9/27/12

- ✓ The information distributed at the annual Title I meeting will be made available to all parents through the following activities:

- ✓ We have a flexible number of meetings in order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I programs.

Centralized Direct Services

Educational Services provides the following centralized direct services:

- Assistance with registration materials for the families of potential English learners
- Assistance in administering annual and initial CELDT
- Primary language assessment for newly enrolled English learners (ELs)
- English learner data analysis and reports for schools
- English learner parent education opportunities
- Identifying translators and interpreters to meet school needs
- Professional development for teachers and administrators regarding English Language Development (ELD) and core instructional methodologies appropriate for English learners
- Support for principals, teachers and paraprofessional staff for effective implementation of the EL programs and services at the school
- Support for the local assessment system (e.g. benchmarks, placement, screening) for ELD and for bilingual programs.
- Graduate Tutors provided at all elementary schools to support ELs
- Additional FTEs for class size reduction for secondary ELD classes