

Alta Vista High School Single Plan for Student Achievement For 2017-18

(Based on data from 2016-17)



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Mountain View – Los Altos Union High School District

SCHOOL PROFILE

Alta Vista High School is the alternative high school for the Mountain View-Los Altos Union High School District and the Palo Alto Unified School District. The campus is located in a residential neighborhood next to Mountain View High School, and the district office. The school has a capacity of 170 students, grades 9 through 12. Our student demographics on C-BEDS day were: 18% Caucasian, 69% Hispanic, 5% African American, 4% Asian, and 4% other.

Our staff includes one principal, two special education teachers, six full time and three part-time general education teachers, four instructional aides, a director of community resources coordinator, a part time computer technician and an office manager. Additional counseling services are provided by counselors assigned to our campus from the Community Health Awareness Council (CHAC) and from Asian American for Community Involvement (AACI). Stanford Medical School sends the Health Van to our campus every month and their nutritionist is here every week. Alta Vista High School has been fully accredited by the Western Association of Schools and Colleges since 1999 and we received a clear six year accreditation last year. AVHS has also been recognized as a Model Continuation High School by the State of California since 1999.

All of our courses have been aligned with State Content Standards for Public Schools and we are moving to alignment to the new common core standards. Our English and math classes are designed to make sure they prepare students to pass the California High School Exit Exam. Our students must meet the same graduation requirements expected of students at the traditional schools. Special Education classes are available on site for those students who qualify. All courses required for graduation are offered on site including such electives as yearbook, art, computer information technology, construction, health science careers and a wide variety of online courses. Students also take additional classes at our local community colleges, adult education center, Moffett Independent Study Program and at the traditional campuses. In addition to passing all required courses, seniors must also complete a comprehensive Exit Portfolio prior to graduation.

Several of our staff member and our programs have been singled out for honors and awards. Our Case Management program won the California School Boards Associations Golden Bell Award for "Outstanding Student Support Program" and was twice named an "Exemplary Program" by the California Continuation Education Association (CCEA). Our math instructional aide was honored as Classified Person of the Year and our mentor coordinator was named Support Person of the Year by the CCEA as well and our principal was named administrator of the year by both CCEA and ACSA. Our Social Studies teacher was granted US Department of Education Teaching Ambassador Fellowship and worked under the US Secretary of Education in Washington DC.

VISION & ESLR'S

Alta Vista High School – “Where innovation is a daily practice.”

Our mission is to provide a rigorous learning environment that is safe, caring and flexible so that students can graduate high school.

Our vision is to be a place where all students become responsible young adults who can think critically, communicate effectively and achieve academically.

Alta Vista High School Expected Schoolwide Learning Results

<p>1. Critical Thinkers and Effective Communicators</p> <p><i>Students will be critical thinkers/effective communicators who:</i></p> <ul style="list-style-type: none"> • <i>Read, interpret, evaluate, and analyze information and points of view.</i> • <i>Clearly express information and points of view verbally and in written form.</i> • <i>Utilize technology ethically to support learning and demonstrate understanding.</i> 	<p>2. Responsible and Self-Directed Young Adults</p> <p><i>Students will be responsible and self-directed young adults who demonstrate:</i></p> <ul style="list-style-type: none"> • <i>Effective time management and study habits.</i> • <i>A strong work ethic.</i> • <i>Excellence in attendance and punctuality</i> • <i>The ability to plan for their future.</i> • <i>The ability to pursue physical, mental, and emotional well being.</i> • <i>The capacity to work collaboratively.</i> • <i>An understanding that their words, actions, and attitudes have an effect on others.</i> 	<p>3. Academic Achievers</p> <p><i>Students will be academic achievers who:</i></p> <ul style="list-style-type: none"> • <i>Produce quality work.</i> • <i>Demonstrate ownership of their academic standing and progress.</i> • <i>Meet or exceed district graduation requirements.</i> • <i>Know how to identify and access academic resources at postsecondary institutions.</i>
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STUDENT DEMOGRAPHICS

School Enrollment on CBEDS Day

2013/2014	2014/2015	2015/2016	2016/2017
On Site/Total	On Site/Total	On Site/Total	On Site/Total
123/129	121/128	104/113	69/90

Source Data: Daily Stu on CBEDS day

“On Site” refers to students in attendance at AVHS. “Total” includes our students attending Moffett Independent Study and Middle College.

Total Number of Students Who Were Enrolled At Some Point over the Course of Each School Year

2013/2014	2014/2015	2015/2016	2016/2017
227	214	167	151

Source Data:

Since AVHS is an open entry/open exit school, we enroll many more students over the course of a school year than actually attend at any given time.

Reasons for Referral to Alta Vista High School

	Self-Referral	Credit Deficiency	Attendance	Behavior	8 th Grade	Total
MVHS	12	18	6	3	6	45
LAHS	10	20	26	11	10	77
PAHS	2	2	0	0	0	4
GHS	2	7	3	0	0	12
TBA	0	4	3	5	1	13
Total	26	51	38	19	17	151

MVHS – Mountain View High School **LAHS** – Los Altos High School
GHS – Gunn High School **PAHS** – Palo Alto High School **TBA** – Terra Bella Community High School

Transfers from Alta Vista High School

MVHS	LAHS	PAHS	GHS	AE	COM	MOVE	GRAD	INST	TOTAL
1	6	0	2	15	2	16	24*	0	66

AE – Adult Education **COM** – County Community School **MOVE** – Moved out of district
GRAD – Graduate (*includes 2 CHSPE students) **INST** – Institutional Placement

Percent Ethnic Distribution

	2011-2012		2012-2013		2013-14		2014-15		2015-16		2016-17	
	AV	MVLA	AV	MVLA	AV	AV	MVLA	MVLA	AV	MVLA	AV	MVLA
African American	9	2	8	2	5	2	9	2	5	2	0	2
Asian	5	22	7	23	8	21	8	23	4	23	4	25
Caucasian	24	51	21	49	20	47	18	46	18	45	16	43
Hispanic	54	20	57	22	60	20	59	26	69	26	70	26
Other	8	5	7	4	7	10	6	3	4	4	10	4

Source Data: CBEDS day enrollment report

It is evident that the AVHS ethnic distribution does not match the district's distribution. This has been the case since the inception of the continuation program. Addressing the achievement gap is a district wide priority.

Source Data:

	2013/2014	2014/2015	2015/2016	2016/2017
Special Day Class Students	17 (7%)	35 (16%)	25 (15%)	13 (9%)
Therapeutic SDC Students			3 (2%)	5 (3%)
Resource Students	23 (10%)	20 (9%)	19 (12%)	19 (13%)
Total	40 (17%)	55 (25%)	46 (28%)	37 (25%)
Exited Students	5 (2%)	8 (4%)	0	0

Number of Special Education Students

Special education students can only be referred to AVHS after an IEP Team meeting determines that AVHS is the best placement for the special education student. In the past, special education services were limited at AVHS. As a result, some special education students were asked to exit special education prior to attending AVHS so that their individual needs could be met. Now AVHS offers special education services to RSP and mild/moderate SDC students. Special education students at AVHS receive case management services to determine placement, to achieve goals and to meet service needs.

Percent of Free and Reduced Lunch Students

	2013/2014	2014/2015	2015/2016	2016/2017
Alta Vista High School	52	66	50	83
MVLA District	18	19	15	16

Source Data: CBEDS day demographics

Evidence indicates that AVHS has a higher percentage of students on the Free and Reduced Lunch program than do the traditional schools.

English Language Learner Designation

	2014/2015	2015/2016	2016/2017
English Only	43 (38%)	33 (33%)	30 (37%)
Initially Fluent (FEP)	2 (2%)	0 (0%)	0 (0%)
EL	42 (37%)	39 (39%)	26 (32%)
Redesignated Fluent	26 (23%)	28 (28%)	26 (32%)

Source Data: www.cde.ca.gov

STAFF DEMOGRAPHICS

AVHS currently has a staff which includes one principal, one advisor/teacher, two full time special education teachers, six full time general education teachers, four instructional aides, a community resources coordinator, a part time computer technician and an office manager.

Staffing Breakdown

	Total #	Male	Female	Avg. Age	Avg. Years in District	Avg. Total Years Teaching
Administrative	1	1		55	31	31
Teachers	7	4	3	45	14	14
Classified	5	0	5	43	8	

Ethnicity of Staff

	Administrative/Teaching Staff	Classified Staff
African American	0	0
Asian	0	0
Caucasian	7	2
Hispanic	1	3

Highest Educational Level of Staff

	Doctorate	Master's+30	Master's	Bachelor's+30	Bachelor's
Administrative		1			
Teachers			1	9	
Classified			1		3

TEACHER EVALUATION

Our District is committed to keeping only the best teachers. Our highly competitive salary schedule attracts teachers from throughout the state. We aggressively interview in a timely manner to ensure the broadest spectrum of candidates. The interview process includes an administrator, and subject teachers. Once teachers are hired, they are introduced to the district through a three-day orientation at both the district and site level. We also have a comprehensive Beginning Teacher Support and Assessment (BTSA) program with a full-time district coordinator. The administration is committed to timely evaluations and feedback for all employees. Temporary and probationary teachers are guaranteed a minimum of three class room visits and subsequent evaluations plus a comprehensive final evaluation by the end of February.

Our District has established a comprehensive teacher evaluation process based on the California Standards for the Teaching Profession. Prior to granting tenure, we carefully observe, evaluate and render a final assessment as to the qualifications of non-tenured teachers at our site. We carefully assess each teacher's classroom effectiveness, using the following State Standards:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Tenured teachers, who are highly qualified and have earned satisfactory evaluations, may opt for an alternative evaluation method (2B) whereby they work in teams to explore professional development areas that are specific to their interest and/or needs.

SUBSTITUTE TEACHER AVAILABILITY

Substitute teachers for the Mountain View-Los Altos Union High School District are supplied by Kelly Educational Services. All substitutes have a minimum of a Bachelors degree; have passed the California Basic Skills Test (CBEST) and hold the required credential to provide this service.

PROFESSIONAL DEVELOPMENT

All staff development activities that are available for staff at the traditional high schools are open for AVHS staff as well. An abbreviated list of professional development workshops, conferences and activities includes participation in: WASC and Model Continuation High School trainings, National Dropout Prevention trainings, Beyond Diversity, Accelerated Math, MVLA Learning Palooza, Wharton School of Business: High School Economics Seminar, Reading Apprenticeship Workshop, California Teacher Education Association Common Core and Beyond Seminar, US Department Of Education Teaching Ambassador Fellowship, Stanford History Education Group: Reading Like a Historian Workshop, Coalition of Essential Small Schools trainings/workshops and Google Apps for Education (GAPE).

INSTRUCTION

While continuation high schools must offer at least 900 minutes of instruction each week, we offer 1,250 minutes of direct instruction each week, with an additional 150 minutes of targeted tutorial time available in each content area. Since some staff members arrive early and stay late, there is generally an adult available on site from 6:30 A.M. until 4:00 P.M. each day, affording students a much longer school day for those who wish to come in early or stay after regular school hours.

The MVLA governing board adopted the state content standards as the district’s minimum standards for all core academic classes. In those subject areas where there are no state standards, the state frameworks serve as the basis for curricular planning. AVHS’ curriculum is comprehensive and extensive for a continuation school; offering an array of electives in a number of different fields in addition to core requirements. The teaching staff stays current with the latest pedagogy. Instructional practices are frequently research-based and differentiated according to student performance results.

PARENTAL INVOLVEMENT

Alta Vista High School parents may participate in a variety of ways. The school has a School Site Council that meets as needed and we have had parent representation on the MVLA Foundation Board and District Budget Advisory Committee. AVHS holds quarterly Parent Nights. These evenings are designed to give parents an opportunity to get to know each other better, receive updates on school activities and to hear guest speakers. The agendas for these meetings include topics covering college entrance, scholarships, Community Resources services, substance abuse prevention and much more. Parents have also been an integral part of our WASC and Model Continuation School process.

SCHOOL SITE COUNCIL MEMBERSHIP

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	Principal/ Assistant Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Bill Pierce	X				
Olivia Cloutier					X
Debi Rudd			X		
Wendy Dowling		X			
Leslie Schwarz				X	
Number of members of each category	1	1	1	1	1

STUDENT ACHIEVEMENT DATA

Diplomas, Certificates of Completion and GED Awarded by Graduating Class

	2014	2015	2016	2017
Alta Vista Diploma	41	46	20	22
GED/CHPSE			1	2
Certificate of Completion	2	1	0	0
Grad., CAHSEE exempt/waived	4	2	2	0
Annual Total	47	49	23	24

CAREER TECHNICAL EDUCATION PROGRAMS

AVHS has three different CTE programs on our campus including Computer Information Technology, Health Science Careers, and Construction Technology. We also offer a CTE Transition Program through the Veteran's Hospital in Palo Alto for our special education students. Additionally, our school offers a work experience program (WEEP). Students may earn up to 10 credits per semester. Our Special Education Department offers a Workability Program to students enrolled in resource or special day classes. We have a full-time Workability Coordinator who works with students and provides employment contacts for them in the community. He is available to help students fill out job applications, practice interviewing techniques and follows up with visits to the work sites.

SCHOOL SUPPORT PRACTICES

Alta Vista High School is based on the premise that a school can only succeed if it addresses the "whole" student by attending to students' academic needs along with their psychological, emotional and family needs. In order to achieve this goal, we implemented a Community Resources Coordinator position for our school which provides complete wrap around services for our student population. The Community Resources Coordinator is responsible for enrolling all new students to Alta Vista High School and assesses each student during the enrollment process before developing a plan to address the student's needs. Once the assessment and evaluation are complete, students are referred to onsite support services and families are referred to onsite or community based services. Students' needs are monitored throughout their stay at AVHS and success is noted by an increase in students' attendance, improved GPA, decreased amount of behavior referrals, increased graduation rates and counselor's evaluation of students' emotional stability. The services provided by the Community Resources Coordinator are the foundation upon which the successes of our students are built. Other special programs and options include:

Adolescent Health Van – On site medical and psychiatric services for uninsured students and limited services for insured students.

Adult Education Program - Students near 18 years of age and not able to graduate from their high school may choose to complete their studies at Adult Education.

Alta Vista Opportunity Program (AVO) – This program is designed for students who are habitual truants, who have continuing discipline issues or are on suspended expulsions. It is located at the MVLA Adult School and serves students grades 9 -12.

California High School Proficiency Exam (CHSPE) - An alternative to the high school diploma for students 16 and 17 years of age. Passing this test allows a student to leave high school, with parent permission, prior to graduation.

Career Technical Education Classes (CTE) - These classes are offered at various sites and are designed to provide a student with experiences in the area of his/her possible career choice.

Community College Classes – Students may take courses at the local community colleges for double credit. Students should make sure that appointments and classes are outside of Alta Vista High School hours.

Community Health Awareness Council (CHAC) - Counselors work with students and families on personal issues (e.g. poor interpersonal skills, substance abuse, divorce, and death.)

Community Service - Students who perform volunteer community service may earn credit toward graduation. All community service projects must be pre-approved by the principal.

(G.E.D.) Graduation Equivalency Diploma – A test given as an alternative to the traditional high school diploma for 18 year old students. Students who are 17 ½ years of age may transfer to Adult Education in order to study for this equivalency test.

Home/Hospital Instruction - Students who are unable to attend regular classes, and have obtained medical verification, are eligible if the absence is for a period in excess of two weeks.

Independent Study - For students with special personal or school needs who need to work from home rather than attending school regularly.

Mentoring – A program designed to expose students to different career opportunities and to stay in school.

Special Education - Special Education programs and services are available to all eligible students. Parents who have reason to believe that a student needs special education services may contact the school.

Young Parents Program - Pregnant or parenting teens and young adults may choose to participate in this program offered at the Adult Education Center.

Work Experience Education Program (WEEP) – Students who work more than 10 hours a week may earn up to 10 credits every semester by attending the WEEP class and completing additional assignments.

Workability - This program places Special Education students in jobs and follows up with continuing support.

School Climate

SCHOOL SAFETY AND CLIMATE FOR LEARNING

Suspension and Expulsion Rates

Maintaining a climate that is truly conducive to learning is one of our highest priorities. The “Suspension Rate” is the unduplicated count of students suspended divided by the cumulative enrollment. “Percent of Students Suspended with Multiple Suspensions” is the number of students with two or more suspensions divided by the unduplicated count of students suspended. Because of early interventions, including case management support, counseling and other school and community based support services; we enjoy a low suspension and expulsion rate. The principal works collaboratively with school site staff on developing and enforcing uniform behavioral standards.

	School			District		
	14/15	15/16	16/17	14/15	15/16	16/17
Number of Suspensions	30	33	36	83	89	143
Suspension Rate/CDE	12.8%	12.8%	14.2%	1.6%	1.6%	2.4%
Percent of Students Suspended with Multiple Suspensions	31.8%	36.8%	42.1%	27%	18.5%	24%
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

Data Source: CDE DataQuest

SCHOOL FACILITIES

Alta Vista High School students and staff enjoyed beautiful campus, built especially for our alternative programs. The campus features 7 regular classrooms, a library, an art room and technology center, an administrative building, a service kitchen and a large multi-purpose building with an indoor/outdoor stage. We have our own parking lot and a volleyball/ basketball court. Our maintenance staff consists of 3 full-time employees who are on duty from 6 am until 11 pm throughout the week. The grounds and all classrooms and facilities are cleaned daily.

SCHOOL FINANCE

Per Pupil Expenditures in this district is approximately \$17,031. The district offers a comprehensive program of services that is designed to accommodate students with divergent and disparate needs. MVLA has very strong college preparatory programs and many different support services for students whose academic talents are just beginning to

unfold. To provide all students the opportunity to complete high school and to be prepared for post secondary education, training and work experience, the district operates a multitude of alternative programs, each one designed to cater to the needs of a particular group of students. The high schools provide excellent services to English Language Learners and Special Education students. We also provide a wide array of alternative programs in addition to Alta Vista High School which include among others a Young Parents Program, a summer school Bridge Program, AVID, a Middle College Program, Eating Disorder Program and Freestyle High - Academy of Communication Arts and Technology.

Instructional Planning and Scheduling

SCHOOL INSTRUCTION AND LEADERSHIP

The leadership team at Alta Vista High School consists of the principal, Community Resources Coordinator and two teachers. All of these individuals are an integral part of making decisions regarding activities to help our students achieve the Schoolwide Learner Outcomes (SLO'S) and the state standards.

The leadership team members meet regularly with the staff during regular staff meetings, professional development and WASC meetings. In addition to providing an opportunity to impart critical information, these meetings are a huge part of our team building. The first item for discussion at every staff meeting is “good news.” The staff shares good things going on in their classrooms or personal lives, and the leadership team shares what positive activities are encouraging student success on our campus. Additionally, staff meetings are utilized to discuss student concerns, new enrollments, policies, procedures, and upcoming activities. Curriculum development meetings are dedicated to the implementation of our WASC goals.

The district office and governing board, through the site administration and the regular minutes of the Leadership Team, have been kept apprised of issues, proposals, programs and decisions made at the site level. The superintendent and governing board have committed to developing district and board goals directly from the site's WASC reports and Action Plans. This has resulted in an even closer alignment of support and resources from the district with the site's WASC Action Plan.

Educational Practices

Alignment of Curriculum, Instruction and Materials

Our school curriculum is closely aligned to state standards in all core subject areas. All major departments have had the opportunity to review their curriculum and make modifications in terms of both horizontal and vertical alignment. Instructional materials are reviewed to ensure their alignment before a purchase is authorized. The Board approves all instructional materials purchases annually, and certifies that they meet state content standard requirements. The district and school closely monitor student performance. Each fall, a comprehensive analysis of students' academic achievement is presented to the School Board. All data are disaggregated to better monitor the achievement of sub-groups on specific performance indicators. Our school effectively communicates to parents the alignment of

curriculum to state standards. The publication and internet posting of the SARC, school newsletters and bulletins, school website and monthly progress reports all communicate vital information to parents and our community at large.

Availability of Standards-Based Instructional Materials

Standards-aligned textbooks and instructional materials for all students are sufficient in both quality and quantity in each subject area. The board annually reviews and certifies sufficiency of instructional materials in a public hearing. The board has declared that one of its priorities is to ensure that every student and teacher has the necessary materials needed for teaching and learning to occur at the highest level.

Alignment of Staff Development

Teachers at AVHS spend six days each year in school and/or district directed professional development. Teachers are involved in the decision as to what type of staff development is needed. The decision is based on an analysis of student performance data, the WASC action plan, Model Continuation School Program and goals and objectives identified by the school's leadership team.

Services Provided by Categorical Funds to Enable Under-Performing Students to Meet Standards

The student population at AVHS, by virtue of the fact that AVHS is a continuation school, is made up predominantly of underperforming students. Alta Vista High School receives a modest amount of categorical funds to enhance generous funding for its program from the district's General Fund. Title I money is used to purchase additional instructional aide time to assist students in the classrooms. AVHS also receives a generous share of the district's Instructional Materials funds.

Use of the State and Local Assessments to Modify Instruction and Improve Student Achievement

Long before the state implemented its accountability system, the district office regularly collected, analyzed and disseminated student performance data which was used as the basis for making educational and fiscal decisions, both at district and site levels. The board adopted a set of performance indicators ten years ago which have undergone minor revisions to reflect new state accountability regulations. The educational services division at the district office was and still is responsible for the collection of data and for assisting the high school principals and staff with data analysis and the preparation of a comprehensive, annual student performance report that is presented to the board each November.

The district office regularly collects, analyzes and disseminates student performance data which is used as the basis for making educational and fiscal decisions, both at district and site levels. The board has adopted a set of performance indicators that reflect State and District accountability goals as well as the WASC Action Plan goals for each site. The educational services division at the district office is responsible for the collection of data and for assisting the high school principals and staff with data analysis and the preparation of a comprehensive, annual student performance report that is presented to the board each November.

Number and Percentage of Teachers in Academic Areas Experiencing Low Student Performance

Alta Vista High School is a continuation school in the Mountain View/Los Altos Union High School District. Alta Vista High School students come from very diverse socioeconomic and ethnic backgrounds and have transitioned from traditional high schools for credit deficiency, poor attendance or personal choice. All AVHS teachers work exclusively with underperforming students initially. One of the primary goals of AVHS is to help students move from a pattern of low academic performance to one of high academic performance. This goal is achieved through our individualized academic approach and the myriad of support programs offered.

School, District and Community Barriers to Improvements in Student Achievement

Transience of our students at AVHS remains high due to the nature of the school's population. While new students arrive weekly, if not daily, many students find AVHS to offer an educational program that is more suitable to their learning styles, hence students often do not return to their home school when they have met the conditions for return.

Limitations of the Current Program to Enable Under Performing Students to Meet Standards

The focus of the school is by its very nature, to help underperforming students meet standards. To that end, all teachers are trained to work with at risk youth, and a plethora of support services exists at Alta Vista High School to address the needs of the "whole child" in an effort to help each and every student reach his or her academic potential.

Form C: Programs Included in this Plan (16-17)

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
<input type="checkbox"/>	California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	
<input type="checkbox"/>	Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	
<input type="checkbox"/>	Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners.	
<input type="checkbox"/>	High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	
<input type="checkbox"/>	Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/>	Instructional Materials Realignment Program Purpose: Funds are intended for purchase of grades 9-12 standards-based instructional materials	
<input type="checkbox"/>	Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	
<input type="checkbox"/>	Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	
<input type="checkbox"/>	School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	
<input type="checkbox"/>	School Safety and Violence Prevention Act Purpose: Increase school safety.	
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	
<input type="checkbox"/>	List and Describe Other State and Local funds Instructional Materials IMFRP Art & Music Block Grant Art & Music PE Instr.Mat. Discret.Block Sch-Site CAHSEE Ind.Int.Mat.	
	Other State funds total:	\$ 0
	Total amount of state categorical funds allocated to this school	\$ 0

	Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused or neglected who have been placed in an institution	
<input type="checkbox"/>	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/>	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<input type="checkbox"/>	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
<input checked="" type="checkbox"/>	Title II , Teacher Quality <u>Purpose:</u> Supports sustained and intensive high quality professional development to support student achievement	\$66,090*
<input type="checkbox"/>	Title II , Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
<input type="checkbox"/>	Title II , Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<input type="checkbox"/>	Title III (Immig. Ed)	
<input checked="" type="checkbox"/>	Title III , Part A: Language Instruction for Limited-English Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited English proficient (LEP) students attain English proficiency and meet academic performance standards	\$33,320*
<input type="checkbox"/>	Title IV , Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievements	
<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input checked="" type="checkbox"/>	Other Federal Funds (list and describe) Carl Perkins Vocational Education	\$64,747*
	Total amount of federal categorical funds allocated to this school	\$164,157*
	Total amount of state and federal categorical funds allocated to this school	\$164,157*

*amount reflects District total allocation