

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California**

**Redwood High School
Three - Year Instructional Improvement Plan
2003-05**

**Nancy Neu, Principal
Ben Kolb, Site Council Chair**

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REDWOOD HIGH SCHOOL

2003-2005

Redwood High School Site Council

The Site Council has approved the school three-year improvement plan and the priorities of the activities for our Action Plans and has submitted it to the Board of Trustees for approval.

Ben Kolb, Assistant Principal

Typed name of Chairperson

Signature

Date

Names and role (principal, teacher, parent, other staff or student) of members

Nancy Neu	Principal
Ben Kolb	Assistant Principal
Erik Berkowitz	Teacher / Staff Development Coordinator
Gary DeTore	Teacher
Tami Serber	Counselor
Katie Stein	Teacher
Robert Winkler	Teacher
Peggy Bogason	Classified Representative
Betsy Zeger	Parent
Suzanne Reissen	Parent
Nola Walter-Hague	Parent
Carol Kerr	Parent
Max Fleisher	Student
Nick Hinman	Student
Justin Patrizio	Student

OTHER ADVISORY GROUPS

This plan has had input from the following other advisory groups:

School Safety committee consists of administrators, teachers, classified staff, and parents. This committee reviews the site Safety Plan and makes annual revisions to the plan and the budget.

Redwood High School

School Information

School District Mission Statement

To challenge students to broaden and deepen their learning experiences, to aspire to the passionate pursuit of excellence, and to develop as thinking and caring individuals who will leave our schools with the skills to be lifelong learners and to succeed in their personal, academic, and professional lives.

Introduction

Redwood High School is a comprehensive high school of 1,450 students which offers a highly rigorous college prep curriculum and an extensive rich elective program. Our qualified staff is dedicated to our students' success in a very student friendly atmosphere while also being supported by a strong parent community dedicated to educational excellence.

School Mission or Vision

Redwood High School is a learning community where students demonstrate academic and personal growth through authentic, rigorous, and relevant pursuits. We strive to instill in our learners the ability to investigate and explore, acquire knowledge through a variety of experiences, and discover personal success through creative, balanced, and healthful endeavors.

School Description

Redwood High School opened its doors in 1958. Redwood is located 11 miles north of San Francisco in beautiful Marin County. It serves the communities of Belvedere, Tiburon, Corte Madera, Greenbrae, Kentfield, Larkspur, and Ross. The parents of Redwood students average 4.36 years of university education and many are business and professional leaders.

SUPPLEMENTARY PROGRAMS

Title I

Program Goal:

- ◆ *To improve teaching and learning to help low-achieving students meet the same challenging state content and performance standards that apply to all students.*

Redwood High School does not participate in the Title I program.

Title IV
Safe and Drug Free School

Program Goals:

- ◆ To adopt and carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students.

Assessment and intervention services are provided to all students who have been suspended for drug/alcohol incidents. An additional focus for 2003-2004 is to identify prevention services to address environmental and school-wide factors that support delayed experimentation and sobriety.

Special Education Program

Program Goal:

- ◆ To ensure that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs.

Preparing all students to meet the rigorous academic graduation standards is the cornerstone of the special education program. Supporting students in the core curriculum by augmenting instruction and addressing IEP goals and objectives is the focus of the special education staff. All special needs' students are expected to work toward the graduation requirements with appropriate support. Since this is the first year of implementation for the special education "take back," courses of study will be reviewed, staff development opportunities will focus on district course content and expectations and student success will be carefully monitored. Further, an active parent advisory committee and parent education opportunities will be available to all parents of special needs students.

10th Grade Counseling

Program Goal:

- ◆ To ensure that each student, along with his/her parents, meets during the sophomore year with a counselor in order to determine success in school to date and to develop plans to address areas of need.

A focus for the 2003-2004 school year is to identify all students who are not on target for graduation and to assist them in accessing additional supplemental learning opportunities and to plan for graduation. These funds are also used to support supplemental counseling services by Marriage and Family Therapist (MFT) who address social/emotion issues that inhibit academic growth.

Bay Area School Reform Collaborative
(BASRC)

Program Goal:

- ◆ *To build collaboration among teachers through enhanced professional development.*
- ◆ *To increase the number of students successfully meeting graduation outcome requirements.*
- ◆ *To foster greater collaboration with middle schools in support of student achievement.*

Drake, Redwood, White Hill Middle School and Del Mar Middle School participate in a BASRC Local Collaborative which also includes the District and the Education Task Force. This partnership is focused on the three goals stated above.

Other Programs Specific to your site that fund any action plans/objectives (e.g. Smaller Learning Communities, Digital High School, other grants)

Program Goal:

District Coordinated Programs

Title II

Part A - Teacher Quality

Program Goal:

- ◆ *To provide teaching staff an opportunity for professional development based on a site specific needs assessment.*
- ◆ *To increase student academic achievement by improving teacher quality.*

The priorities for 2003-04 are 1) increase the number of teachers who are CLAD or SDAIE certified in order to work with English Learners; 2) support novice teachers participating in the Beginning Teacher Support and Assessment program (BTSA) required for full certification; 3) provide an orientation to newly hired teachers focusing on district academic standards, expectations for differentiated instruction, and school procedures/culture; and 4) provide support for all teachers in the use of PowerSchool and PowerGrade to monitor student progress and increase communication with parents/students.

Title III

(Limited English Proficient - LEP)

Program Goal:

- ◆ *To provide supplementary programs and services for LEP students to enable them to meet grade level requirements.*
- ◆ *To provide instructional and instructional support services to promote English language development and academic progress in the core curriculum.*

The district provides an English Learner program consisting of a) English Language Development, b) sheltered instruction in core academic subjects (English, Social Studies, Science), c) individual tutoring support in other coursework provided by an instructional aide. Because of the small number of English Learners in the district, the most extensive delivery of these services is at Tamalpais High School and is open to any student who qualifies.

Title V

Program Goal:

- ◆ To provide broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials.
- ◆ To meet the needs of at-risk students.

The small amount of funding from this program is directed towards purchase of media materials for each school library, as selected by the school's Library/Media teacher in consultation with school staff.

English Language Learner Program/Economic Impact Aid (EIA)

Program Goal:

- ◆ To develop fluency in English in each student as effectively and efficiently as possible and provide equal opportunity for academic achievement.

The very small amount of funding (less than \$3500) is used to purchase supplemental instructional materials for English Learners, as selected by the district's ELL Coordinator in consultation with other teachers working with these students.

Gifted and Talented Education Program

Program Goal:

- ◆ To identify gifted and talented students and provide high-quality differentiated opportunities that meet the students' particular abilities and talents at all sites.

Funds are used to provide a) professional development for all Advanced Placement teachers, b) professional development for teachers to differentiate instruction in heterogeneous classrooms, c) supplemental instructional materials for honors/AP classes, d) staff time for the AP/Honors screening and selection process, e) enrichment honors seminars when there are insufficient students to warrant staffing a full section of honors or AP, and f) additional staff time to identify gifted/talented students who may not be taking advantage of opportunities for advanced studies in their areas of talent.

Title III, Enhancing Education Through Technology

Program Goal:

- ◆ To support the implementation of instructional technology in order to increase student achievement and school/home communication.

The funding will be used to partially fund a teacher on special assignment in technology to provide staff development for teachers, counselors, and administrators in PowerSchool and PowerGrade software.

Education Task Force

Program Goals:

- ◆ To increase student achievement through a collaborative K-12 partnership involving the Redwood High School District, all its 10 feeder K-8 districts, and the College of Marin. The work focuses on a) supporting at-risk students; b) implementing the Student Learning

Outcomes K-12; c) providing professional development; and d) administering common assessments, including preparation of reports and longitudinal tracking of data.

- ◆ To facilitate sharing of resources and delivery of instructional support services in a cost-effective manner.

ETF funds the Direct Writing, Core Literacy Portfolio and Math Performance Task assessments across K-12. Specific professional development activities are provided which align with these assessments. Area Councils provide a forum for each high school to meet regularly with its K-8 feeder schools to analyze student achievement data, monitor new curriculum implementation, and facilitate problem solving.

REDWOOD HIGH SCHOOL
High School Demographic and
Accountability Summary Information

Demographics

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Enrollment, CBEDS	1,380	1,375	1,402	1,430	1,434
% Ethnicity, CBEDS					
Hispanic		4.0	3.9	3.6	3.9
Asian/Pacific Rim		6.4	5.9	7.0	7.0
African American		2.5	1.9	1.5	1.9
White		86.3	81.2	80.8	80.6
Other/Multiple/Declined to State		0.8	7.1	7.1	5.7
Mobility					
* method of calculation changed in 2000-01 to include all entering ninth graders, even if they came from Redwood feeder districts.					
% grade 12 who entered in 9*	9%	41%	42%		
# Free/Reduced Lunch	18	32	21	22	13
English Proficiency (Spring R-30)					
# English Only	1,283	1,294	1,274	1,358	N/A
# English Language Learners (EL)	15	19	9	12	N/A
# Fluent English (IFEP & RFEP)	82	62	119	78	N/A
# Of Students Reclassified to FE for Year	4	4	9	8	N/A
Students Enrolled in Special Education*	N/A	N/A	N/A	N/A	N/A
% RSP					4.1%
% SDC					0.76%
* Special Ed data was not kept by school until 2003-04 when district resumed administration of the program					
Number of Students with 504 Plans	N/A	N/A	N/A	N/A	25

Quality of Teaching

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
% Of Highly Qualified Teachers in Current Assignment	91%	95%	99%	97.5%	100%

Accountability Measures

	1999-2000	2000-2001	2001-2002	2002-2003
Academic Performance Index(API)Overall*	828	853	845	N/A
Adequate Yearly Progress	N/A	N/A	N/A	Yes

- *There are no significant subgroups for the purpose of API.

Student Attendance and Behavior

	1999-2000	2000-2001	2001-2002	2002-2003
Attendance				
Average Student A.D.A. (%)	1259.78(91)	1250.79(91)	1297.14(93)	1315.24(92)
Total # Of Suspensions By Offense	83	87	58	75
Drug/Alcohol	33	17	14	30
Tobacco Use	0	0	0	0
Assault/Battery/Fighting	20	27	18	23
Hate Crime/Sexual Harassment/Racial Slur	1	2	0	0
Weapon Possession	3	1	2	1
Vandalism	0	3	5	0
Total Expulsions	1	0	1	1

Measures of Academic Achievement

	1999-2000	2000-2001	2001-2002	2002-2003
% Of college bound seniors				
% Attending College	N/A	93.9%	93.2%	95.5%
% Attending Four Year College	N/A	69.3%	66.8%	72.6%
% Attending Two Year College	N/A	23.2%	2.1%	20.2%
% Attending Private College	N/A	20.8%	21.2%	30.1%

Note: Data Source: Senior Survey 2003

Information from Student Performance Data Report – See Report

- Basic Proficiencies
- STAR Norm Referenced
- STAR CST Test
- Direct Writing
- Portfolio
- Science Assessment
- D/F Analysis
- GPA Analysis

Analysis of Demographic and Accountability Information

Demographic

Description of Data The demographic make up of students at Redwood has not changed significantly. There has been a slight increase in the number of students who identify themselves as Asian/Pacific Islander. There has been an increase in the number of students identified as ELL.

Conclusion Redwood will continue to develop and implement teaching strategies to support our ELL students in our regular education program.

Student Literacy Achievement- Multiple Measures

Description of Data Redwood students performed well on all CAT-6 subtests. The percentages of Redwood students in the top two quartiles exceeded the district rates in every subtest at every grade level. In Reading, 85%, 84% and 76% of the ninth, tenth, and eleventh graders scored at or above the 50th percentile. On the Language subtest, 85%, 88% and 79% placed in the upper two quartiles.

86% of Redwood's ninth graders met the Direct Writing standard, up 1% over 2002. 95% of the ninth graders participated, the highest rate in the district. The multiyear pattern mirrors the district results. The mean score was 4.6, maintaining almost the same average for the last five years. Female students outperformed male students with 91% successfully passing compared with 79% for males.

86% of the tenth graders met the Literacy Portfolio standard, down 5% from the prior year. The mean score was 4.37. 91% of the tenth graders submitted portfolios. 94% of the females participated compared to 88% of the males. The gender discrepancy increased from 8% to 15% with 93% of the females meeting the standard and 78% of the males doing so.

On the California High School Exit Exam, Redwood recorded the highest student participation rate within the district. Ninety-seven percent of all students participated in the exam. Identical to last year, ninety-eight percent of all students passed the English-language arts section with 96% of the males received a passing score and 99% of the females. The mean-scale score was 416, which was up from 411 last year. Females scored 415 compared to the average male score of 407. Special education students pass rate was 74%.

Conclusion Overall, Redwood students outperformed the district on all Content Standards tests. In Language Arts, 79%, 73% and 65% of the 9th, 10th, and 11th graders posted Proficient or better scores. Redwood students succeed at high levels overall with some subgroups in need of additional support to improve performance. This assistance comes from district, categorical and parent funded programs such as Academic Workshop, Instructional Assistants, Peer Tutoring, and ELL program.

Student Mathematics Achievement- Multiple Measures

Description of Data Redwood students performed well on all CAT-6 subtests. The percentages of Redwood students in the top two quartiles exceeded the district rates in every subtest at every grade

level. In math these rates were 84% in ninth, 88% in tenth, and 79% in eleventh placed in the upper two quartiles.

Overall, Redwood students outperformed the district on all Content Standards tests except General Math and High School Math. In Algebra 1, 34% were Proficient or Advanced, 4% more than the district. The rate of below Basic scores was 37%, slightly higher than the district. Noteworthy is the 41% of ninth graders who earned these scores, compared to 30% in 2002. In Geometry, 57% earned Proficient or Advanced scores, 8% higher than the district. 40% of the Algebra 2 test takers were Proficient or Advanced, but 30% were below Basic. This pattern matches the district and suggests that some curriculum work needs to be done at this level. Redwood results for the High School Math Test were almost exactly the same as the district, with 62% earning Proficient or better scores and 11% below Basic.

On the California High School Exit Exam Math test Redwood's mathematic pass rate was 95%, compared to 91% last year. The mean scale score of 404 was the highest in the District and up from 395 last year. Female students slightly out performed male students scoring 406 compared to the average male score of 403. Fifty-six percent of special education students passed the mathematics section.

There was no significant deviation in performance among ethnic groups where more than 10 students were tested. On the California High School Exit Exam, the Algebra 1 Cluster was the area with the lowest percentage of correct answers. However, Redwood was above the district mean.

Conclusion The Math Department is looking at strategies to support students in Algebra P1 through P4. Math department continues to do curriculum work addressing the needs of students who scored below Basic.

Student Science Achievement- Multiple Measures

Description of Data Scores improved in Earth Science with 70% of the ninth graders earning Proficient or better scores, compared to 62% in 2002. Overall, 66% of all students taking Integrated Science earned these high scores. Only 4% were below Basic well below the 12% district rate. In Biology, 84% of the 10th grade test takers scored Proficient or Advanced, compared to 75% the prior year. Only 4% were below Basic. Overall 81% of all Integrated Science 4 students earned high scores, compared to 74% district wide. Only 5% were below Basic. Scores in Chemistry were about the same as the previous year, with 69% earning Proficient or Advanced scores and 4% below Basic.

Conclusion Science teachers should continue to investigate strategies which result in improved test scores.

Student Social Studies Achievement- Multiple Measures

Description of Data 72% earned Proficient or better in World History, an increase of 7% over the prior year. There was a 5% drop in the rate of high scores in U.S. History. Only 8% of the test takers scored below Basic in each of these courses, rates which are about half of the district-wide rates.

Conclusion The data show students' performance at a fairly high level in social studies. We will monitor student performance to identify any subgroups who need additional support to move from Basic to Proficient.

School Safety- Multiple Measures

Description of Data The Perception Survey in the spring of 2001 collected data from staff, students and parents. Students and staff indicated that school spirit has improved. All three groups strongly acknowledge that the school is a safe place.

Although the enrollment at Redwood High School has increased steadily over the past six years, the percentage of suspensions compared to the percentage of District enrollment is the lowest in the entire district. Fighting, defiance/disruption, and substance-related suspensions are the most common reasons for student suspensions. Redwood High School had only one student expulsion during the 2002-2003 school year.

Redwood High School had two dropouts in the 2002-03 school year and has maintained a dropout rate below 1% for the last five years. Numerous programs support good attendance. Attendance is closely monitored through the Assistant Principals' offices. Recently, a collaborative grant was funded which provides a Resource Officer to be located on the Redwood campus to assist in the pursuing attendance issues.

Conclusion Redwood High School is a safe place for students, parents, and staff.

No Child Left Behind Goals

1. All students attain proficiency in reading and math by 2013-14.

Current Status: Currently on the California High School Exit Exam 98 % of Redwood 10th graders passed the English Language Arts. On the California High School Exit Exam, 95% of 10th graders passed the math portion.

Improvement Target: To have no students perform in the far below Basic category on the HSEE by 2005.

2. All English Learners become proficient in English and reach high standards, at minimum attaining proficiency in reading/language arts and math.

Current Status: Our ELL students make satisfactory progress toward proficiency. Because the numbers in these subpopulations are small, no conclusions can be drawn about group performance.

Improvement Target: Students who enter our ELL program will reach Fluent English Proficient (FEP) status within two years.

3. By 2005-06 all teachers are highly qualified.

Current Status: 100% of our teachers are highly qualified.

Improvement Target: None needed.

4. School environment is safe, drug-free, and conducive to learning.

Current Status: Based on suspension and crime data, Redwood is a safe campus. Through education, counseling, diligence and competent staff, drug issues on campus are minimal and are addressed in a timely and thorough manner.

Improvement Target: Reduction of drug related suspensions of 15% by 2005.

5. All students will graduate.

Current Status: Our graduation rate is 96.3%, up 2.8% from the prior year. This is the highest rate of graduation in the district.

Improvement Target: Increase graduation to 98% by 2005.

Summary Areas Based Upon Analysis of Data

Overall Trends:

- ◆ Number of student suspensions has held steady.
- ◆ Increase in the number of students going to college.
- ◆ Increase in the number of students going to a 4 year college.
- ◆ High performance rate on the CAHSEE.
- ◆ After a two-year decrease in the number of drug/alcohol suspensions, there was an increase in the number.
- ◆ Even with the high passing rate on the Core Literacy Portfolio, females continue to out-perform males.
- ◆ The percentage of F grades has declined for three years.
- ◆ District assessments of literacy, math, and computer literacy all showed improvement over the prior years for ninth and tenth graders.

Emerging Trends:

- ◆ Decrease in the number of students who see Redwood as supportive and responsive per student survey.
- ◆ There is a widening of the gender gap on the portfolio score; females continue to out-perform males.
- ◆ When student writing and reading skills are evaluated, the ability to analyze what is read is consistently the weakest reading skill.

These trends lead to the following conclusions:

- ◆ Staff needs to address student perceptions.
- ◆ Staff needs to address the reading and writing skills of boys.
- ◆ Staff needs to tailor support services for students who do not meet the performance standards in literacy and math so that students can graduate.
- ◆ In order to improve students' ability to read analytically, staff will continue to develop and implement teaching strategies to address analytical skills.

Therefore the following is recommended:

- ◆ To address the rise in the number of students who do not perceive Redwood as supportive and responsive, the staff will conduct focus groups and develop an action plan.
- ◆ To improve literacy and math skills, staff will focus on fostering analytical ability through classroom strategies.
- ◆ To ensure progress toward graduation for our at-risk students, students will become aware of and access support services.

ACTION PLAN
2003-2005

<u>Objective 1:</u> To increase by 10% the percent of students who perceive Redwood as supportive and responsive, as evidenced on the RHS Student Survey Responses.	
This Objective addresses the following District Goals:	
<ul style="list-style-type: none"> I. Instruction: to provide a program which prepares students for graduation and provides opportunities for student growth, development and post-secondary options. II. Students: to provide an environment which supports student choice, academic, social and emotional growth and success. 	
The 2001 District Perception Survey revealed that students did not perceive Redwood as a supportive and responsive environment.	
<u>Activities to Meet Objective:</u>	<u>Timeline:</u>
1.1. Gather student input through a survey	November
1.2. Conduct student focus groups to gain greater clarity about students' perceptions.	February
1.3. Conduct staff focus groups to review survey data and student responses.	March
1.4. Develop and implement Action Plans which synthesize student responses and staff reactions.	May through September
1.5. Survey students	November 2004
We will administer a post-survey to students to determine if students' perceptions have improved.	
We will focus on questions 4 and 8 through 14 in the Redwood High School Student Survey to determine if we have met our goal of a 10% increase in positive responses.	
<u>Funding Source(s):</u> Instructional Improvement Fund, BASRC funds, and Parent Support Fund	
<u>Responsible Staff:</u> Administration, Department Chairs, and Counseling	
Date Approved by School Leadership Team: January 20, 2004	

<p><u>Objective 2:</u> Staff Development – Staff will develop and implement teaching strategies that improve students’ analytical thinking skills as evidenced on performance and standardized tests. This objective acknowledges the widening gender gap in various performance assessments.</p>	
<p>This Objective addresses the following District Goals:</p> <p>I. Instruction: to provide a program which prepares students for graduation and provides opportunities for student growth, development and post-secondary options.</p> <p>III.(B) Staff Development: District outcomes and assessments.</p>	
<p>Assessment results indicated analytical ability as an area of focus. Improving students’ analytical ability will address skill deficits evidenced in the <i>Core Literacy Portfolio</i>, the Senior Reading Assessment, and certain content clusters on the CAT 6.</p>	
<p><u>Activities to Meet Objective:</u></p> <p>2.1 Staff will form collaborative groups to identify, share, and refine teaching strategies that address analytical thinking.</p> <p>2.2 Department will establish performance targets to measure progress.</p> <p>2.3 All teachers will submit portfolios that contain lesson plans and performance data that document student progress.</p> <p>2.4 Collaborative groups will share methods and results which will direct next year’s efforts.</p> <p>2.5 Continue to support a Staff Development Coordinator.</p>	<p><u>Timeline:</u></p> <p>September</p> <p>January</p> <p>May</p> <p>May</p> <p>On-going</p>
<p>We will compare student results on performance and standardized assessments with established targets to track progress.</p>	
<p><u>Funding Source(s):</u> Instructional Improvement Fund, BASRC funds, and Staff Development Funds.</p>	
<p><u>Responsible Staff:</u> Administration, Department Chairs, and Teaching Staff</p>	
<p>Date Approved by School Leadership Team: January 20, 2004</p>	

<u>Objective 3:</u> Continue to strengthen grades 9 – 12, support structure to increase success for at-risk students as measured by courses completed, credits earned, and grades.	
This Objective addresses the following District Goals: I. Instruction: to provide a program, which prepares students for graduation and provides opportunities for student growth, development and post-secondary options. II. Students: to provide an environment which supports student choice, academic, social and emotional growth and success.	
This objective continues a multi-year focus on supporting a variety of students who struggle with high school: those students enrolled in the Alpha programs, English language learners, special education and 504 students. This objective acknowledges the widening gender gap in various performance assessments.	
<u>Activities to Meet Objective:</u>	<u>Timeline:</u>
3.1 Continue the Alpha Program at grades 9 th and 10 th .	On-going
3.2 Continue to provide staff development time: grade level meetings to identify kids who may be having problems and share strategies to provide support.	
3.3 Keep staff informed of which students are at-risk.	Fall / Spring
3.4 Continue to develop Academic Workshop and Strategies classes and strengthen communication between teachers, counselors and administration regarding identified at-risk students.	On-going
3.5 To analyze the academic programs in which students are enrolled in order to determine a need for changes in course offerings.	On-going
	Spring
Monitor and track at-risk students' progress toward graduation (courses completed, credits earned and grades) to provide appropriate and responsive support.	
<u>Funding Source(s):</u> Instructional Improvement, BASRC, and School Safety.	
<u>Responsible Staff:</u> Administration, Counseling, and Teaching Staff	
Date Approved by School Leadership Team: January 20, 2004	

HIGH SCHOOL IMPROVEMENT PROGRAM BUDGET ALLOCATIONS

School Name: Redwood High School

Objective #	Funding Source							
	Instructional Improvement	Safety	BASRC	1882				
# 1	5,000	see	11,000					
# 2	6,000	attached	31,443	7,500				
# 3	8,000		5,000					
Gov./Comm.	5,845							
	24,845		47,443	7,500				

Note: Many state and federal categorical programs are managed at the district level. These are shown in the budget below. Amounts are estimated or actual portion allocated to the school. Those Funding Sources marked with an “*” are required to be shared equitably with private schools in the district’s attendance area which elect to participate.

Objective #	Funding Source								
	GATE	Title I	Title II*	Title III	Title IV	Title V*	10 th gr. Counseling	PAR	EIA
Improve Library Materials						x			
Provide Instructional Design training			x					x	
Provide BTSA and New Teacher Support			x					x	
Provide CLAD/ SDAIE training			x						
Provide AP training	x								
Provide ELL program support				x					x
Provide technology training			x						
Provide supplemental instruction		x							

Provide Literacy coach		x							
Provide supplemental counseling					x		x		

Appendix

Additional Assessment (if applicable)

- Safety Action Plan Budget
- Student Survey Results
- Instructional Improvement and BASRC Budgets