

**Santa Monica-Malibu Unified School District**  
**EQUITY FUND SCHOOL SITE INTERVENTION PLAN SUMMARIES**  
**2010-2011 and 2011--2012**

Each year the principals at each school site work in collaboration with their governance councils to formulate a plan for using Equity Funds to create intervention plans that support student success. The following Equity Fund Intervention summaries contain information submitted by each school site on the effects of the Equity Fund interventions initiated in 2010-2011, and plans for spending Equity Funds in 2011-2012. All activities are also included in the school's Single Plan for Student Achievement.

**ELEMENTARY SCHOOLS**

<p><b>School: Juan Cabrillo Elementary</b> <b>Principal: Barry Yates</b> <b>Site Governance Council President: Nancy Jordan</b></p>
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**Section I: Evaluation of the 2010-2011 Intervention Plan**

We hired three credentialed teachers and one instructional assistant to meet with 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students three days a week, one hour each session, in Homework Club. The purpose of this was to focus on students who were performing at below basic and far below basic levels in English-Language Arts and Math. In addition to providing support for reading and math skills, the focus was on students having difficulty completing homework assignments.

The number of students receiving this intervention support averaged 30. Our expected outcomes were increased achievement on test scores and regular completion of homework assignments. The outcomes were monitored by student sign-in and attendance at Homework Club as well as teacher records.

**Section II: Description of the 2011-2012 Intervention Plan**

Juan Cabrillo plans to utilize its Equity Fund distribution to continue providing access to Homework Club for students in grades 2, 3, 4, and 5. We will follow the successful plan from last year. The students receiving support will be identified by their teachers as needing this additional instructional support in order to meet grade level standards as well as complete their homework assignments on time. The time and attention they receive in their classrooms is not sufficient for these students to master the skills and knowledge required by the State Standards. The Equity Fund distribution will allow us to offer this intervention from November 2011 through May 2012.

The number of students served is approximately 25.

Rationale: The rationale for our plan is to provide students with extended learning opportunities through Homework Club with the goal of increasing

academic achievement for English Learners, English-Language Arts, Mathematics, and homework completion. Individualized and small group attention that supplements the regular classroom instructional program will provide these targeted students with the opportunity to improve their achievement, skills and knowledge with the goal of making them independent learners and not requiring additional assistance in subsequent years.

Detailed Plan: Teachers in grades 2, 3, 4, and 5 will identify those students in need of additional support. These students will be invited to participate in Homework Club for at least one and up to three days per week. The Homework Club staff will consult with the classroom teachers to identify areas of focus and need for each student invited to participate in Homework Club.

The staff members involved are Julie Siegel, Susan Baltrushes, Nancy Levy and Julie Ausmus.

### **Intervention Timeline**

Beginning/ending dates: November 7, 2011 through May 23, 2012.

Frequency: Three (3) hours weekly for approximately 25 weeks for a total of 75 hours

### **Budget**

Approximately \$4,500 is required to pay four staff members for each of the three days of Homework Club at a rate of \$40/hour for teachers and \$20/hour for instructional assistants.

### **Assessment and Evaluation**

Attendance sheets will be monitored to ensure participation by the identified students. In addition, the Homework Club teachers will regularly confer with the classroom teachers to assess the progress noted in the regular classroom and determine the need for additional support, if any. Students may be removed or added to the program at any time based on their classroom performance.

**School: Edison Language Academy**

**Principal: Lori Orum**

**Site Governance Council President : Angle Zapata**

### **Section 1: Evaluation of the 2010-2011 Intervention Plan**

Edison used Equity Fund resources in 2010-2011 in three main areas:

- Closing academic achievement gaps by providing after-school intervention classes for striving students;
- Helping students develop a vision of post-secondary education;
- Developing student leadership skills and increasing their sense of connectedness in school.

The Equity Fund supported four afterschool intervention programs in the second semester of the school year for second, third, fourth, and fifth graders. A fifth grade math intervention program met three days a week and served approximately 20 5<sup>th</sup> grade students. We offered Read 180, a English reading and language arts intervention for 180 minutes per week targeted to our 20 lowest achieving 4<sup>th</sup> grade students. We used Soar to Success for an English reading and language arts intervention for an extra two hours per week geared toward our 20 lowest achieving third grade students. We also established a supervised after-school computer lab time for students in 2<sup>nd</sup>-5<sup>th</sup> grades where teachers could assign after-school use of reading intervention programs (KidBiz and Lexia Reading) or Math (ST Math, Symphony Math. Approximately 40 students participated as assigned by their teachers as part of Academic Improvement Plans. Finally, resources from the Equity Fund were used to provide afterschool snacks and incentives for students who stayed on campus sometimes until 4:30 p.m. to participate in an extended school day.

To help our older students develop a vision for post-secondary education, we also provided transportation support for a 4<sup>th</sup> grade visit to UCLA and a 5<sup>th</sup> grade visit to USC. These trips are organized by Edison parents who work at these two universities and generally include panel discussions with faculty and students, tours of the libraries, classrooms, dining halls, and dormitories. Either the local host committee or the Edison PTA pays for the students to have lunch on campus. Parents who have not had the opportunity to attend college are recruited to help chaperone these trips.

Finally, Equity Funds helped us build students' leadership skills and sense connectedness to school by supporting our 4<sup>th</sup> and 5<sup>th</sup> grade student leadership teams. These teams involved all 4<sup>th</sup> and 5<sup>th</sup> grade students. They met bi-weekly with staff mentors for most of the year during lunch and lunch recess to perform various leadership tasks at school. Team members presented at assemblies, organized service projects, led recycling efforts, and helped explain how immersion works to visiting parents. Equity funds provided team supplies and stipends for those mentors who could not have team time built into their existing schedule.

## **Section II: Description of the 2011-2012 Intervention Plan**

Equity Fund resources for this year will continue to support two afterschool academic intervention programs – this year Read 180 for 4<sup>th</sup> and 5<sup>th</sup> grade students and an initial reading intervention for Kindergarten students. Both interventions will operate in the second semester of the 2011-2012 school year. Bus transportation will also continue to be provided for the field trips to UCLA and USC.

This year the program will also support the renewal of licenses for several key instructional technology programs that have proven to be very effective in helping us close achievement gaps and enrich the quality of first instruction: Discovery

Education (K-5), Kid Biz (English and Spanish reading 2-5) and Brainology (5<sup>th</sup> grade).

Other smaller expenses will support reading workshops for parents, supplies for children in after-school academic intervention programs and in the “Are You Smarter than an Edison 4<sup>th</sup> or 5<sup>th</sup> Grader?” program. Finally, we purchase Agendas for all our 4<sup>th</sup> and 5<sup>th</sup> grade students as a part of our effort to teach school success skills and help children “organize for effort”.

**School: Franklin Elementary**  
**Principal: Tara Brown**  
**Site Governance Council President: Rebecca Walker**

**Section 1: Evaluation of the 2010-2011 Intervention Plan**

Franklin was allocated \$9,373.00 from the equity fund for the 2010-2011 school year. This entire amount was used to pay teachers at an hourly rate for their work in assisting students in English Language Arts and Math during after school Homework Club and Reading/Math intervention programs.

**Section 2: Description of the 2011-2012 Intervention Plan**

For 2011-2012, Franklin is allocated \$8,999.00. These funds will continue to be used to fund our After-School Reading and Math Intervention Programs and our Homework Help Club.

Our Reading Intervention Program uses LEXIA reading Software as well as Success Maker Reading software, which is RTI (Response to Intervention) approved. Students not meeting reading proficiency (basic, below basic, and far below basic) use it for 2 hours per week after school in our computer lab.

Our Math Intervention Program uses Success Maker Math software, which is also RTI approved. Students not meeting Proficiency (basic, below basic, and far below basic) in Math use it for 2 hours a week after school in our computer Lab.

Our Homework Club is 3 days a week after school for one hour each time. We have one Homework Help room for 1<sup>st</sup>-3<sup>rd</sup>, and another Homework Help Room for 4<sup>th</sup>-5<sup>th</sup>.

All of the funds will be used to pay credentialed staff members to run the Intervention Programs, and Homework Clubs as well as to pay for supplies, and software renewals for the Reading and Math software.

<p><b>School: Grant</b> <b>Principal: Alan Friedenber</b> <b>Site Governance Council President: Shirley Gyepes</b></p>
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**Section 1: Evaluation of the 2010-2011 Intervention Plan**

Grant School used equity funds to focus on two areas:

Grant grade level teaching teams developed a comprehensive literacy and math intervention program that emphasized phonemic awareness, comprehension, fluency and writing skills. Over 125 students were involved in this 10-week program.

We ran K-5 Intervention classes before and after school. Over 130 students were helped in either language arts and/or math.

Of the 125 students who participated in the intervention classes, nearly 91% percent made improvements. Our overall API scores improved from 890 to 899. There were increases by almost every subgroup, highlighted by a 10 point percentile increase for African American children and 5% point gains for Hispanic and economically disadvantaged students. On the 2011 CST, over six in ten Latino children were proficient or advanced in both language arts and math.

**Section 2: Description of the 2011-2012 Intervention Plan**

Equity funds will be used to continue our Intervention program in grades K-5. Fifteen teachers will teach students in literacy and math. Classes will be offered after school. Each grade level team will help design a 10-12-session course in reading comprehension, writing and math. Students will use materials from Language!, a variety of teacher-made and textbook programs and Singapore math strategies.

In addition, Grant teachers will work with students and their parents using a special program titled, Wonder of Reading. Teachers will conduct workshops in English and Spanish focusing on literacy skills and how parents and students can work together to improve reading proficiency.

Grant will continue to use Lexia, a web-based technology language arts program giving students the opportunity to work at individually assessed levels of reading. Students will work by class in the computer lab, in the classroom or at home or the library. Grant has purchased 25 licenses enabling a corresponding amount of students to work at their own pace on reading comprehension, phonics, written expression and other literacy skills simultaneously.

<p><b>School: McKinley Elementary</b> <b>Principal: Irene Gonzalez</b> <b>Site Governance Council President: Ed Curry and David Binder</b></p>
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**Section 1: Evaluation of the 2010-11 Intervention Plan**

Equity Funds, combined with Title 1 funds were used to hire an hourly reading teacher in grades 3<sup>rd</sup>-5<sup>th</sup>. Our District Literacy Coordinator provided training to our reading teacher which included analysis of data, selection of resources, and lesson planning to target student needs.

Reading Goal: Increase the number of proficient readers in grades K-5.

Our expected outcomes were an increase in the percentage of students at the proficient/advanced levels in reading school-wide, across grade levels and subgroups.

Here is the update information shared at our October 18 and November 29, 2011 Governance Council Meetings:

As our students progress through the grades, they need to be reading fluently, have strong comprehension, and vocabulary skills. We know that a strong foundation in reading is critical to student success across subject areas.

As we compare our 2011 expected performance gains to actual scores, this is what we notice:

We were able to maintain our growth in the percentage of students scoring at the proficient or advanced levels based on the California Standards Test (CST):

2009	69%	Proficient or Advanced
2010	75%	
2011	76%	

We noticed a 9% increase in the percentage of English Learners scoring at the Proficient or Advanced levels. However, there was a 7% decrease in our African-American subgroup.

A variation of +/- 2-4% in our CST ELA scores at the school-wide level, grade levels and across the all other groups.

**Section 2: Description of the 2011-12 Intervention Plan**

Our Governance Council revised our Reading goal on November 29, 2011 and it is expected to be approved on January 24, 2012. Here are items we have committed to in the area of reading:

- 1) We are committed to using both Equity and Title 1 funding to support reading across K-5.

- 2) Instructional assistants will be funded through Title 1 to support small group, differentiated instruction in grades K-2.
- 3) Tier 3 Intensive reading intervention in class/out of class support for 3<sup>rd</sup> through 5<sup>th</sup> graders, with an emphasis in 3<sup>rd</sup> grade. At this time we believe we have the funds for a Reading Teacher 4 days per week to provide this support. We will combine Equity and Title 1 funds to support this work.
- 4) Our reading teacher (funded by Equity and Title 1) will also provide READ 180 intensive reading intervention support three afternoons per week for students at the Below and Far Below Basic levels.
- 5) We will continue to work with our District literacy coordinator to evaluate our K/1/2 literacy program. Our goal is to identify both strengths and areas for growth in our early grades so that students are successful readers in grades K-5 and beyond.

Action Steps below can also be found in our Single Plan for Student Achievement 2011-12:

We will increase the number of proficient readers across our school as we use a Response to Instruction/Intervention framework (RTI). Our three-tier approach is outlined below.

### **Tier 1 – Classroom Instruction**

#### **Grade level work:**

Our K-2 teachers will continue their work with our District Literacy Coach and within grade level teams to strengthen our Tier 1/Universal Instruction reading program. We will build on our work from last year by further investing in our professional development and sharing of best practices (i.e. Reading Refresh). We will also identify progress monitoring tools so that we can address student learning needs quickly through classroom instruction and/or referral to a reading teacher.

Our 3rd-5th grade teachers will continue their focus on reading and reading comprehension (fluency, vocabulary, multi-syllabic decoding). Teachers in grades 3-5 will also receive professional development in reading comprehension from the Assistant Principal during GLT meetings designated for reading work. This work will be shared across 3rd-5th grade teachers during the monthly grade level meeting time. Our Library Coordinator will also collaborate with 3rd-5th grade teachers in assigning our core literature to grade levels and adding to our selections, as appropriate.

GATE Coordinator will work with 4th/5th grade teachers to develop common grade level projects which allow for students to select ways to demonstrate their understanding of key standards.

She will also collaborate with staff in integrating teaching formats such as Literature Circles which allow students to focus read books at varying levels within the same genre.

We will also work with our site ELL coach and special education staff in identifying strategies to use in our classroom that support our ELL and students with special needs. This includes our Front Loading resources for ELLs and On-Ramp strategies which are designed to support all students.

### **Tier 2 - Strategic, Small-group Intervention**

#### **Classroom Support in Reading K-2:**

Our K-2 teachers will engage in professional development that will lead to the implementation of a Tier 2 program called "Catching Readers."

Instructional assistants are assigned to each K-2nd grade classroom. This allows our classroom teachers to work with smaller groups of students.

#### **Reading Intervention Program 3rd-5th grade:**

Our reading teacher will collaborate with her 3rd-5th grade colleagues and provide reading support during the school day.

### **Tier 3 - Intensive, Individual Intervention**

#### **Read 180 after school support for 4th & 5th graders:**

Read 180 is an intensive reading intervention program. Read 180 directly addresses individual needs through differentiated instruction, adaptive and instructional software, high interest literature, and direct instruction in reading, writing and vocabulary skills. Students will be selected based on CST 2011 scores and current assessment information.

#### **Reading Intervention 3rd grade:**

The reading teacher will also identify students who require intensive intervention. These students will receive this instruction outside of the classroom.

#### **Reading Intervention 1st & 2nd grade pull-out:**

Our District Learning Resource Center (LRC) teacher will also continue to support identified 1st-2nd grade students as her schedule permits her to do so. Kindergarten students may be recommended for screening in the Spring.

II. In addition to the RTI plan above, we will also take action steps to support differentiation within our GATE and Special Education programs.

### **Specialized Academic Instruction (SAI)**

Our SAI teaching staff will utilize the Academic Link process as well and team meetings to discuss reading instruction within the SAI program. They will begin this discussion by selecting baseline data and using this to formulate questions for the Learning Walk. This will lead to a professional development plan in the area of reading instruction in our SAI programs.

### **Author's Study (GATE)**

Through an author study, students will learn how to use observation and problem solving skills to improve their writing skills. Writings in both fiction and non-fiction by the author will be analyzed. Related websites will be explored, including the author's website to augment discussion of writing traits. Extension science projects, such as identifying and classifying plants in our garden, tracking real wolves, and making tools will also be explored. A Santa Monica Malibu Education Foundation (SMMEF) grant was awarded to our McKinley GATE program to fund this Author's Study this school year.

### **III. School-Home Partnership:**

All teachers will send home curricular updates to families via newsletters, email blasts, and/or web pages and will provide updates about student progress.

Our Technology Committee will work towards adding links to our website which provides support for reading skills at home.

Teachers can also choose to hold Family Forums this year. The reading teacher will hold at least one Family Forum with a focus on reading strategies and how to help children select "just right" books. The Community Liaison will assist teachers and encourage parents to attend.

Our Library Coordinator will continue to schedule other family reading events such as "Caught You Reading Night" and book fairs.

McKinley Learning Agreement commitments and SPSA goal progress will be included in school-wide publications and reviewed annually.

<p><b>School: John Muir School</b> <b>Principal: Tristan Komlos</b> <b>Site Governance Council President: Melissa Herman</b></p>
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### **Section 1: Evaluation of the 2010 – 2011 Intervention Plan**

Muir's Reading Teacher supports direct instruction to students identified as Below or Far Below Basic on multiple assessments (LRPAK, Running Records, HM assessments, CSTs), or referred through teacher recommendation. This is accomplished largely through small group (5 students or less) instruction either inside or outside of the classroom. The Reading Teacher also piloted the Catching Readers classroom-based intervention program with the support of the District Literacy Coordinator. The Reading Teacher regularly assesses students' phonemic skill, decoding, fluency, and comprehension using a variety of formative assessments, one-on-one observation, and conferencing. The Reading Teacher also selects appropriately leveled reading material for students.

We targeted our older readers differently this past year with the addition of the Read 180 program. For 90 minutes (70 minutes after school), 3 times a week, students progressed through a research-based process to improve their reading skills through a combination of direct instruction, computer-based instruction, and independent work. Along with using the Lexia program in our K-2<sup>nd</sup> grade classrooms, we targeted more students without pulling them out of the classroom.

The secondary role for the Reading Teacher is to provide professional development, consultation, and resources to the rest of the staff. The Reading Teacher also administered the CELDT tests to ELL students and coordinated intervention programs on campus.

This past year, the programs served 45 students in grades K-5 who were identified as needing additional instruction in reading fluency, decoding, and comprehension. All K-3 students made progress on their reading rate, accuracy, and comprehension, except for 2 who eventually qualified for a specific learning disability in reading and began Specialized Academic Instruction. The 4<sup>th</sup> and 5<sup>th</sup> grade students who participated in Read 180 made progress, one significantly. However, the after school component of the program hindered success for some students due to poor attendance and some due to inappropriate assignment to the program itself.

## **Section 2: Description of the 2011 – 2012 Intervention Plan**

The program for this year encompasses much of the above description on a part time, hourly basis, 4 hours, Monday through Thursday. The Reading Teacher works with carefully selected Read180 students before school, instead of after school, which has improved student progress and attendance. She works with small groups of targeted students on the above skill areas on a pull-out basis, two times weekly. The Reading Teacher also coordinates any literacy-based programs (BARK—Beach Area dogs Reading with Kids, Rotary Reads, etc.)

This year, as in the year prior, the full balance of the Equity Fund allocation will be applied to the Reading Teacher position. The remainder of the reading teacher's salary will be funded through PTA allocation and Title I funding.

<p><b>School: Point Dume Marine Science School</b> <b>Principal: Rebecca Johnson</b> <b>Site Governance Council President: Allison Ray</b></p>
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## **Section 1: Evaluation of the 2010-2011 Intervention Plan**

Equity Funds were used to purchase one Lexia Intervention license. The license was used to support five students who needed additional support to build reading skills. Their teachers identified these students as needing additional support to meet grade level expectations, based on the fall 2010 fluency scores. District

and classroom assessments were used to focus on the student's individual needs and measure their progress.

**Section 2: Description of the 2011-2012 Intervention Plan**

Point Dume Marine Science will use their Equity Fund allocation to help fund a reading teacher for the primary grades. Students will be identified by their teachers as needing additional support to meet grade level expectations. Teachers will use classroom assessments and Accelerated Reader to determine reading levels of students in need of extra support. District assessments will be used to measure their progress in reading and determine the effectiveness of the program.

<b>School: Will Rogers School</b> <b>Principal: Steve Richardson</b> <b>Site Governance Council President: Barbara Inatsugu</b>
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**Section 1: Description of the 2010-2011 Intervention Plan**

Results from the 2009-2010 California Standards Test (CST) reveal that our achievement gap persists between white students and their African American and Latino peers. In English Language Arts, 91% of white students achieved at proficient or advanced levels while African American and Latino students met or exceeded proficiency at only 39% and 44% respectively. Consequently, we will be using our equity funds to develop a comprehensive reading comprehension program as a means toward closing the achievement gap. We will focus on building capacity in reading comprehension in grades 1-3, where our need is the greatest. This money will be allocated toward the professional development/coaching time of a literacy expert; incurred substitute expenses; professional resources to support ongoing learning; and, research-based curriculum to enhance effective first instruction. We will be using ongoing progress monitoring to inform our instruction so we can effectively meet every student where they are.

**Assessment of Intervention Plan**

The 2010-2011 achievement data demonstrated improved student learning outcomes and increased capacity for literacy instruction. In 2009-2010, four subgroups missed Adequate Yearly Progress (AYP) in English Language Arts. These groups included English Language Learners, Hispanic, African-American and Socio-Economically Disadvantaged. In 2010-2011, all subgroups met AYP through either Safe Harbor or meeting/exceeding proficiency goals. Based on the Academic performance index, all subgroups met API targets. Gains for our historically vulnerable subgroups are listed below:

Schoolwide	+10
African-American	+23
Hispanic	+15
ELL	+11
Socio-Economically Disadvantaged	+14

Based on these data, our efforts in capacity building in the area of balanced literacy have led to increased student learning outcomes and a narrowing of the achievement gap.

### **Section 1: Description of the 2011-2012 Intervention Plan**

We will be using our equity funds to further develop a comprehensive reading comprehension program as a means toward closing the achievement gap. We have set aside time for a "during the day intervention" at all grade levels called Reading Comprehension Time. (RCT) During this time, students are grouped by reading level and work with our reading specialists, special education teachers, and grade level teachers who collaborate to meet the reading needs of each student. By marshaling all resources at this time we are able to lower staffing ratios and deliver more explicit instruction based on student needs. Each student's progress is closely monitored to ensure academic growth for every Will Rogers student. Our entire Equity Fund allotment will be used to fund reading specialists that will support our RCT implementation.

**School: Roosevelt Elementary School**

**Principal: Natalie Burton**

**Site Governance Council President: Jon Kean and Jen Goldman**

### **Section 1: Evaluation of the 2010-2011 Intervention Plan**

The target population that was served during the 2010-2011 consisted of 2<sup>nd</sup> – 5<sup>th</sup> grade students who scored below proficient on the CST in Math and who were not meeting grade level standards and/or not making satisfactory progress toward grade level standards. We created targeted math intervention classes taught by our teachers after school.

A six percent gain in proficiency was seen in our 2<sup>nd</sup> grade students, while a high level of proficiency was maintained in 3<sup>rd</sup> – 5<sup>th</sup> grade students.

### **CST MATH – OVERALL PERCENT PROFICIENT/2 YEAR COMPARISON**

	<b><u>2009-2010</u></b>	<b><u>2010-2011</u></b>
2 <sup>nd</sup> Grade	84%	90%
3 <sup>rd</sup> Grade	90%	90%
4 <sup>th</sup> Grade	97%	97%
5 <sup>th</sup> Grade	91%	91%

### **Targeted Math Intervention Students 2 Year Comparison/2009-2010 to 2010-2011**

2<sup>nd</sup> Grade 10/15 (67%) went from basic, below basic to proficient

3<sup>rd</sup> Grade 8/10 (80%) went from basic, below basic to proficient  
4<sup>th</sup> Grade 4/4 (0%) went from basic, below basic to proficient  
5<sup>th</sup> Grade 6/11 (55%) went from basic, below basic to proficient

### **PTA Funded READING INTERVENTION CST ELA – 2 YEAR COMPARISON**

In the cohort of fifty students in 3rd, 4th and 5th grade students who participated in reading intervention, 24% were proficient on the CST in ELA in 2009-2010 and 44% were proficient on the CST in ELA in 2010-2011, an increase in proficiency of 20%.

### **Section 2: Description of the 2011-2012 Intervention Plan**

Equity funds will be used for intervention classes for 2<sup>nd</sup> – 5<sup>th</sup> grade students who scored below proficient on the CST in Math and who were not meeting grade level standards. A significant gain in student achievement can be seen in our 2nd grade students. In mathematics, we created targeted math intervention classes taught by our teachers after school. We have also implemented a PTA supported reading intervention program for K-5 students who need additional supported in order to make satisfactory progress toward achieving proficiency in grade level standards. Students will be receiving small group instruction 2-3 times per week from September through June. These small group sessions will supplement the regular classroom instructional program in order to help the students achieve proficiency in the grade level material. Classroom teachers and the reading teachers will use the state, district and classroom assessments to assess and evaluate the progress of each student in the program. Students can exit the program at any time when they have made targeted gains. Other students may be added to the program if the need arises based on the classroom/assessment performance.

<p><b>School: Santa Monica Alternative School House (SMASH)</b> <b>Principal: Jessica Rishe</b> <b>Site Governance Council President: Laura Sherman</b></p>
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### **Section 1: Evaluation of the 2010-2011 Intervention Plan**

A SMASH teacher provided a reading intervention program for students in grades 3-4 who were identified as needing additional instruction in reading fluency, decoding, encoding, phonemic awareness, spelling patterns, word families, and comprehension. Students were identified using the Diagnostic Reading Assessment (DRA) and Developmental Spelling Inventory. The results of our Diagnostic Reading Assessment (DRA) indicated 19 children in grades 3-4 at SMASH were slightly below developmental expectations in reading. They received targeted reading lessons from the teacher every Monday for 30 weeks, to increase their reading ability and their ability to access the material in their regular instructional program. All 19 students increased their DRA at least 3

levels as well as moving towards Proficiency in Word Attack areas for those who took the CST assessments.

## **Section 2: Description of the 2011-2012 Intervention Plan**

Students have 3 years in Core 1 (K-1-2) to learn to read, to develop appropriate decoding and fluency skills. We want 100% of students prepared to make the 3<sup>rd</sup> grade transition to reading to learn, being ready to focus on comprehension and vocabulary skills. In order to support students struggling to learn to read in grades 1<sup>st</sup>-2<sup>nd</sup>, we will focus on early literacy intervention by complementing the classroom Reading Workshop with Reading Recovery instruction. Identified 1<sup>st</sup> and 2<sup>nd</sup> graders who are not already receiving special education services, will receive 3 Reading Recovery sessions per week for 30 weeks. We will look at their pre and post reading assessment levels to determine the effectiveness of this program.

**School: Webster Elementary**

**Principal: Phil Cott**

**Site Governance Council President: Craig Foster**

## **Section 1 - Evaluation of 2010-11 Intervention Plan**

We hired Deborah Achrich, a credentialed and Nationally Board Certified teacher, to meet with 1st, 2nd, and 3rd grade students twice per week in small groups for 30 to 40 minutes for 30 weeks to accelerate their progress toward meeting grade level standards in English-Language Arts. The classroom teachers selected students to meet with Deborah based on their need for additional support and alternative teaching strategies. Deborah used portions of a variety of different programs to meet her students' needs, including but not limited to: Wilson Foundations, Read Naturally, Houghton Mifflin, Reasoning and Reading, Remedia, Innovative Kids, selected non-fiction literature, and various other materials provided by the District.

**Number of Students Who Received Intervention Support: 30**

## **Measures Used To Assess The Impact of the Intervention**

Several of these programs include assessment components and Ms. Ackrich monitored her students' progress regularly using these components. The main assessment tool we used was the District's 1st and 2nd grade reading assessment, the LRPAC. For the 3rd grade students, we relied on the Houghton Mifflin Benchmark Assessments and the California Standards Tests. Our results indicate consistent progress by almost all of the students.

## **Summary - Measurable Effects of the Intervention**

This program involved 30 students in 1st, 2nd, and 3rd grades who were identified by their classroom teachers and assessment data as struggling to meet grade level standards in reading. By the end of the year, formal assessments

and informal assessments by the classroom teachers indicated that the students in the intervention program had made significant progress.

### **Section 2 - Description Of 2011-12 Intervention Plan**

Webster School plans to use its Equity Fund distribution to provide a part time reading teacher who will meet twice per week with 1st, 2nd, and 3rd grade students in small groups. These students will be identified by their teachers and assessment data as needing this additional support to meet grade level expectations. The time and attention they are receiving in their classrooms is not sufficient for them to master the required skills and knowledge in reading specified in the State Standards. The Equity Fund distribution will be combined with Tier III funds to offer this support for at least thirty weeks.

**Target Population** - 1st-3rd grade students who need additional support in order to make satisfactory progress toward grade level standards

**Number of Students Served** - 30 - 40

### **Rationale For The Plan**

Regular lessons in small groups that supplement the regular classroom instructional program will give these students the opportunity to improve their achievement. By intervening as soon as possible in the primary grades, we hope to provide these students with the skills and knowledge to meet grade level standards without any additional assistance in subsequent years.

### **Detailed Plan of Intervention and Support**

1st, 2nd, and 3rd grade classroom teachers will identify those students who need additional support in reading. They will consult with the reading teacher to agree on the best times during the day for the students to meet with the reading teacher. Our Reading Teacher will attend training workshops under the direction of Liz Cochran. District and classroom assessments will be used to focus on the students' individual needs and to measure their progress. The teacher will use a variety of programs, materials and strategies that may be identified in consultation with Liz Cochran and other District Reading Teachers.

### **Section 3 - Intervention Timeline**

**Beginning and Ending Dates** - October, 2011 through May, 2012

### **Frequency, Total Time of Services/Support**

Small groups of students will meet with the reading teacher twice weekly for 30 minutes. This adds up to one hour per week for up to thirty weeks - a total of 30 hours per group of students.

### **Section 4 - Budget**

\$3,112 will pay for approximately 62 hours of instruction at \$50 (includes hourly rate plus additional costs) per hour. Tier III funds will be used to provide the balance of the funding necessary to provide ten hours per week for up to thirty weeks.

### **Section 5 - Assessment and Evaluation Procedures**

Classroom teachers and the reading teacher will use District assessments and classroom assessments to assess and evaluate the progress of each student in the program. Students can be taken out of the program at any time or added to the program based on their classroom performance.

## **MIDDLE SCHOOLS**

<p><b>School: John Adams Middle School</b> <b>Principal: Eva Mayoral</b> <b>Site Governance Council President: Diane O'Brien</b></p>
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### **Section 1: Evaluation of the 2010-2011 Intervention Plan**

Equity funds in the 2010-2011 school year funded several needs: Purchase of student school materials (e.g., notebooks, spiral composition books, etc.) that our students would not otherwise have; Intervention and materials to support students in English language Arts and Mathematics; AVID, Supplemented funds for after school library support; Purchase of additional laptops needed to create a mini mobile computer lab; and Immersion articulation opportunities.

With nearly 50% of our students on free or reduced lunch, it is vital that we provide students with the materials they need to hold, organize, and follow their work over the course of the year. Without these funds, our students would go without, and their educational experience would be greatly diminished.

A major goal for AVID is to have all its students enrolled and succeeding in rigorous courses. In the 2009-2010 school year, only 56% of AVID students had a C or better in all their core courses. Last year (2010-2011) 82% earned a C or better in all their core courses, up a phenomenal 26%!

In class support of Mathematics was provided through the purchase, and training of teachers, in the Mind Research Institute's: ST Math, as well as purchase of supplies for implementation of Pictorial math training all math teachers received. We were unable to see the power of the ST Math program, as the math computers that were to have augmented each math class' computer set from 8 to 16 although scheduled to arrive in October 2010, did not arrive until November 2011. Rotating groups of 8 through the program meant long time lapses between each software exposure, as well as a frustrating experience in logistics for teachers. Implementation of the strategies in Pictorial math occurred in all classes, but more effectively and frequently in some than in others. The greatest growth in math was seen in Algebra, where the number proficient or above on

their CST test improved by 15%, to 72%. Essentials for Algebra students showed a 3% improvement, but the 31% this brought us to was a far from celebratory number. 6<sup>th</sup> grade math improved by 1% to 55% proficient or above, but the largest disappointment was 7<sup>th</sup> grade math, showing an 8% decline to just 44% proficient or above. With ST Math firmly in place for this (2011-2012) school year, as well as access to monthly usage reports by teacher, we are optimistic that we will see improvements across all grades.

Support of struggling 7<sup>th</sup> grade students in English Language Arts ended up focused on the classes of a single 7<sup>th</sup> grade English teacher (note: this was no small group—it was fully half of our 7<sup>th</sup> grade), as the teacher due to health issues missed nearly the entire year. After a 1<sup>st</sup> semester made up of a revolving door of substitute teachers, I was concerned about remediating lost opportunities for these students. The coach we hired worked side by the side the long term sub (a former Jams teacher) to stimulate and inspire and support strong and struggling students alike. Multiple times a week, she pulled out students who were struggling with writing to work with them 1:1 and 1: small group in the Boys' and Girls' Club. Although ½ our students had what could have been a disastrous experience, our CST scores for 7<sup>th</sup> grade ELA moved up by 1% to 61% proficient or above. In STAR writing, we saw an 8% gain, with 96% showing proficient or above!

With Equity funds, we were able to augment our PTSA contribution enough to keep the library open and supporting students throughout the school year M-Th. Many students took advantage of this opportunity working on homework, typing papers, conducting computer research, and completing projects.

The purchase of a half class set of laptops allowed us to create a second Computer on Wheels (COW) that we call a Calf. This allowed students, who frequently have little outside access to computers, an opportunity to use technology to enhance learning. It allowed classes campus wide access to another lab for students to work in groups, to split classes in half and have ½ work on computer projects, science or math software, or type papers as the other half engaged in instruction or preparatory work.

Lastly, funds allowed our Immersion department to engage in articulation with Edison Elementary and with Samohi. JAMS teachers observed at both schools and met with teachers to discuss curriculum and learning expectations. Critically we were able to secure Claudia Bautista, Samohi Spanish Teacher extraordinaire, as a coach to our Immersion teachers. Claudia observed our classes, debriefed with teachers afterwards, and is working with them in professional development to enhance rigor, and develop effective strategies for challenging and supporting all Immersion students.

## **Section 2: Description of the 2011-2012 Plan**

### **Advancement Via Individual Determination (AVID):**

The AVID Program supports 4 full classes of students (2-seventh grade, 2-eighth grade) who will be the first in their families to attend college. In order to stay in the program, students must maintain a C average in rigorous classes. AVID lights the way, providing students with the guidance, insight, skill set, and mindset needed to navigate their way through rigorous classes and, ultimately, college. Students learn how to work together to support, encourage, and celebrate one another. They learn critical thinking, speaking, reading, and note-taking skills. They learn that it is safe to share their opinions (and the logic behind them), and that feedback from others is a powerful way to hone logical evidence-based thinking. They learn to persevere. A critical part of the program is AVID tutors. These are college students who work with small groups of students in areas of struggle once per week. These tutors, and all AVID students, are trained to facilitate student understanding through asking questions, empowering students as thinkers and achievers.

AVID teachers regularly guide students to check grades, develop a game plan to conquer problems, seek resources, and support their students' growth as self advocates. AVID teachers work closely with their students' other teachers, keeping lines of communication open and productive. In short, these teachers guide students to thrive as successful members of an academic community, which is no small feat, as many of these students enter classes feeling as if they do not belong or are not worthy of teacher help or support in highly rigorous classes.

### **Support of Struggling 7<sup>th</sup> Grade Students in Writing:**

Cindy Milwe is a credentialed English teacher who taught in the past at Samohi. She understands students, exudes compassion, and knows what it takes for students to thrive in both high school and college. She is gifted at challenging and inspiring both high achievers and struggling students alike, allowing her to appropriately set the angle of trajectory for her struggling students. In addition to teaching our Friday 7<sup>th</sup> grade GATE pullout program, she spends several hours on each of the other days of the week supporting 7<sup>th</sup> grade students who are struggling with writing. This support manifests in 2 ways: either pull-out or push-in. There are 2 pull-out scenarios: 1) Small struggling groups of students who are unable to attend to a full class lesson, are taught the lesson by Ms. Milwe in another room (we use the Boys' and Girls' Club); 2) After students have been given a writing assignment by their teacher students who require significantly deeper 1:1 or 1: small group support are sent to Ms. Milwe to receive this support. In the push-in scenario, Ms. Milwe works side by side the classroom teacher, often conducting the primary teaching, and then serving as a second support system for the entire class. This latter scenario allows not only the benefits of 2 teachers in the classroom, but also allows for the modeling of stellar teaching, techniques, and strategies.

**STEM (Science, Technology, Engineering, English and Math):**

The newly developed STEM program at JAMS consists of 2 core sets of classes wherein students within each core travel together to each of the included courses (Science, Math, and English). Any student who was set to schedule in regular 7<sup>th</sup> grade math (as opposed to honors math), and regular 7<sup>th</sup> grade science (as opposed to science magnet) were eligible to have the computer scheduler schedule them into the STEM Program (note all students are in regular 7<sup>th</sup> grade English Language Arts). The overwhelming majority of those students who scheduled into STEM are at risk and have failed to thrive in other academic settings. Teachers work together to develop integrative units and lessons. Science is inquiry based. Students learn to develop and ultimately answer their own questions. The curriculum is California State Standards based, so this question development is within particular areas of study. Students have the opportunity to expand upon and connect their learning in science to the other curricular areas. In math, they analyze data they collected, discuss how best to represent it, and delve into the difference between real life data being graphed vs. “perfect” fabricated data. They learn to analyze data and engage in discussion around how these data may or may not inform us. In English language arts students examine societal impacts of concepts they are learning in science. They debate and write persuasive papers geared at such things as: should we clone pets, extinct species, or human beings. Students feel connected to one another and to their team of teachers. Teachers take them on field trips together. Teachers model for students the importance of the concepts they are learning in each course, working to tie their curriculums to one another—as opposed to operating in a vacuum from one another. While this is a new program, it shows great promise. At risk students show more engagement in the work, are eagerly participating in debates, and more frequently following through with independent work.

**Professional Development in Support of Struggling Students:**

Each department will be provided a full day to review and analyze data or student work, and to flesh out and develop strategies that will support and maximize student achievement in the most critical areas of weakness. This work will be followed up in department meetings throughout the year, allowing teachers to monitor student progress, evaluate the efficacy of strategies implemented, adapt their thinking regarding students’ strengths and weaknesses, and fine tune their support strategies.

**After School Support:**

After school support in the library consists of teachers and peer tutors supporting students who need assistance with homework. More and more students are seeking help and successfully completing homework as a result. Teachers report that the help students are provided is strong and are encouraging more students to participate. We are hopeful that having more teachers and peer tutors available to both help students, as well as maintain a productive study environment, will enhance the number of students who seek support. We have

found that many times students need a 1:1 opportunity to grasp concepts taught in class, and need the structure of a study environment to settle them into getting their homework and projects done. With no one is this more true than the at risk students. Having trained peer tutors available is attractive to many students who feel more relaxed with a peer. Study relationships have begun to form between peer tutors and students in need of support.

**School: Lincoln Middle School**

**Principal: Suzanne Webb**

**School Site Council President: Jon Kean and Marianna O'Brien**

### **Section 1: Evaluation of the 2010-2011 Intervention Plan**

Lincoln used Equity Funds to support our AVID program. We had two courses, one seventh grade and one eighth grade, taught by teachers who had been trained through the LACOE AVID program. Monies were used to pay for college aged (and college attending) tutors, membership fee to LACOE AVID, one bus for college field trip, subs for teachers to chaperone fieldtrips and curriculum and supplies. The program was successful because we have been able to fill two courses again this year (one 7<sup>th</sup> and one 8<sup>th</sup>) with a waiting list for both grade levels. We have received positive feedback from the Santa Monica High School AVID program that our students are properly recommended for their successful program.

We also had an intervention program called New School Yard Productions (a music mixing and dj group for at risk students, male and female). Equity money was used to update equipment and to pay the advisor a stipend. The teacher advisor met with students two days a week, after school, to teach them how to mix music, create music and work the dj equipment. Students were in charge of music for school dances, after school functions, and special occasions during lunch periods. The group was even asked to provide entertainment at the Roosevelt Back to School Picnic. While the data is anecdotal, students were very proud to be a part of the group and did their best to maintain grades and behavior so that they would be eligible to run shows at school dances.

### **Description of 2011-12 Equity Fund Intervention Plan**

Equity Funds for the 2011-12 school year will fund the following:

- AVID – again we have two class sections of AVID. The site team is made of the principal, all counselors, AVID elective teachers and three classroom teachers. Tutors, AVID coordinator stipend, AVID LACOE membership, buses for college fieldtrips, subs, curriculum, and supplies.
- 5<sup>th</sup> to 6<sup>th</sup> grade transition – Lincoln will present at feeder elementary schools' PTA meetings with staff, administration, counselors and students. There is also a sixth grade and new student orientation on one day before school starts for students to meet their teachers, get their lockers and schedules, and to get a feel for the campus. This also includes a 5<sup>th</sup> grade visitation day where all three feeder elementary

schools and outside district students to participate in activities and a tour. While students are engaged during this visit, 5<sup>th</sup> and 6<sup>th</sup> grade teachers experience a “fish bowl” activity where the principal conducts a conversation with current 6<sup>th</sup> graders (from the feeder schools) asking what worked well in the transition and what we can improve upon. Feedback is given to Lincoln as well as the feeder schools.

- African American and Latino Male Mentor Group – This is a new program this year developed after analyzing the Middle School Initiative Survey results. We found that African American and Latino males tend to NOT perform as well as the rest of the school and that they do not feel a sense of “connectedness” to the culture of the school. The two assistant principals (each of whom are African American and Latino) will be mentoring a group of students to improve connectedness as well as a “man up” type of mentorship. By seeing positive role models and engaging in weekly meetings, we are hoping to see an increase in not only CST scores and grades, but in a sense of belonging as well.

## HIGH SCHOOLS

**School: Malibu High School**

**Principal: Mark O. Kelly**

**Site Governance Council President: Karen Hunter Quartz**

### **Section 1: Evaluation of the 2010-2011 Intervention Plan**

Malibu High School funds its Drop-In tutoring program using Equity Fund monies. In 2010 – 2011, we operated Drop-In Tutoring after school from 3:05 – 4:15, Monday - Thursday. We staff the program with MHS teachers who work with both middle and high school students. The staff maintains sign-in sheets that are kept on file for review by counselors, administrators and Student Study Teams. The Drop-in tutoring program provides direct tutoring support to students and allows us to keep the library open to students who need to utilize library materials and the bank of computers. Students may self-select and *drop-in*, be referred by teachers or directed to attend by counselors.

In 2010 – 2011, Equity Fund monies were also used to offset funding shortfalls in other areas. We used the monies to purchase calculators for the mathematics classroom and to purchase a badly needed white board for the science classroom. Lastly, we used Equity Fund monies to fund partially the salary of our Community Service Learning Coordinator.

### **Section 2: Description of the 2011-2012 Intervention Plan**

Malibu High School will continue to utilize Equity Fund monies to fund the after school Drop-In Tutoring program. The program has now become an expectation at Malibu High School that includes a regular cadre of students who take advantage of tutoring and the resources provided in the library. More teachers are interested in working the Drop-in program and we have a waiting list for

teachers who want the opportunity to staff the program. Drop-In tutoring is promoted on the daily public address, on the MHS website, through our Monday Messages (weekly emails to parents), and via signs posted in classrooms and on campus. The target population for this intervention includes all students, including those identified by teachers as needing help and guidance in completing and turning in daily homework assignments, students with grades of D or F at progress report marking periods, and students identified in Student Study Team as needing direct support in completing homework.

Additionally, the Malibu High School will continue to examine how Equity Fund monies can support intervention strategies and program. We find it necessary to use Equity Fund monies to offset funding shortfalls in other areas. We will support expenditures in conjunction with our preparation of the Single Plan for Student Achievement.

<p><b>School: Olympic High School</b> <b>Principal: Janie Gates</b> <b>Site Governance Council President: Deborah Siemer</b></p>
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### **Section 1: Evaluation of the 2010-2011 Intervention Plan**

In 2010-2011 we received \$5,600 in equity fund monies. We used this money to pay for tutoring of our students in preparation for the CAHSEE. We always have a group of students for whom the CAHSEE is a real roadblock to earning their high school diploma. We also paid for our annual WASC fees (\$750) and overages on our copier machine (\$1,200).

### **Section 2: Description of the 2006-2007 Intervention Plan**

Equity funds will be used to increase the percentage of students who pass the CAHSEE. Forty-eight of Olympic High's 130 enrolled students have not passed the CAHSEE and therefore will not receive a high school diploma, regardless of credit acquisition. All students who have not passed one or both portions of the CAHSEE will be served by this intervention plan (Grade 12 : 25 students, Grade 11: 16 students, Grade 10: 7 students). Tutoring will be provided starting on February 8, 2007 for Spring CAHSEE administration dates, through to June 22, 2007 in preparation for the summer testing. Tutoring will be provided during Saturday School and after school hours per the child's and staff daily schedules. One hundred eight hours of tutoring will be funded by these monies and will be distributed on an equitable basis among students who have not passed the CAHSEE. Seniors will be given priority over lower classmen, based on their accumulation of earned high school credits. For 2011-2012 we've been allocated \$4,900. We've planned field trip costs to the Museum of Tolerance (exhibits include one that features Inglewood Police Chief Jackie Seabrooks who will follow-up with a visit to our Criminal Justice Class) and to Exposition Park for the California Science Center. We also receive free tickets to performances at The Broad Stage and pay for Big Blue (public) bus transportation costs to attend

these events. Remaining monies will be used to again provide tutoring to students needing support for passing the CAHSEE and for supplementary instructional materials.

The tutoring support clearly assists student learning and academic achievement in passage of challenging portions of the CAHSEE and also in completion of class credits that students have found difficult and beyond their reach. The field trip monies are spent on students who have worked hard in classes on campus and earned the privilege of joining in the excursion.

Olympic High students come to us discouraged, disengaged, and feeling the results of failure while attending their home school. Providing a supportive atmosphere that offers activities, excursions, and classes that they enjoy and can participate in successfully brings them back into the fold, and ready to take on the challenge of academic classes needed to complete their high school diploma.

Without any fundraising or support entities, the equity fund money is vital to our school effort of reaching and supporting students through the field trips provided and through the active instructional support to ensure passage of the CAHSEE and diploma class requirements.

<p><b>School: Santa Monica High School</b> <b>Principal: Laurel Fretz</b> <b>Site Governance Council President: Marisa Silvestri</b></p>
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### **Section 1: Evaluation of the 2010-2011 Intervention Plan**

The Board of Education distributed \$86,992 in Equity Funds to Santa Monica High School for the 2010-2011 school year. After careful consideration, Samohi's School Site Council used this money in order to support the following programs:

- POP (Personalized Opportunity Program)—(\$45,000). A support class for 10<sup>th</sup> and 11<sup>th</sup> grade students that are failing (or have D's) in English-Language Arts and Math. They were supported by POP teachers and student outreach specialists. Almost all students enrolled in POP ended up passing at least one, usually at least two, and some students passed all four of their core subject classes. Students are held accountable daily for their missing work and are given help from academic tutors if they need it. They have a safe place every day to do work and community of learners to help establish good study habits. Students develop a relationship with a teacher on campus that they can go to for help. Many of our struggling students are disengaged and have no connection yet this class gives them someone to go to when they need it. The short term effects of the POP program are increased attendance, grades, and adult relationships. These short term effects will ripple into long term effects by giving the students the skills to be responsible academically and

personally. Students not only learn how to be successful in school but they learn how to be successful in society by developing proper relationships with adults and fellow students.

- AVID Tutors (\$11,250)—Did not hire any tutors this year. Money was redirected to Parent Computer Classes and teacher collaboration.
- At Risk Conference (\$1,000)—Student & staff feedback was mixed as to value of conference.
- Collaboration Hourly for Math Teachers (\$6,480)—This was very successful in beginning the work to understand how to support struggling students. Teachers met regularly, planned units and lessons, worked on common assessments and standards-based teaching to support struggling students.
- Peer Tutoring (\$8,900)—Teacher, tutor, student, and parent feedback was overwhelmingly positive. Students participated in peer tutoring were able to complete assignments and pass courses.
- Project Safe Zone (\$4,750)—One day retreat. Positive feedback from advisors and students. Positive statements on student surveys about feeling safe on campus, positive engagement in working together to find solutions to problems of identity and prejudice.
- Credential Teacher Staffing to Open a Computer Lab after School (\$4,000)—Very few students accessed the computer lab before or after school despite changing the hours or days.
- Computer Classes for Parents (\$4,412)—Computer classes were very well attended and enrollment has increased. Parents became users of student grading information system and learned to use other computer programs including email to communicate with teachers.
- Circle of Friends (\$1,200)—Special education students and their parents as well as over 300 regular education students took part in this program. Very successful promotion of disability awareness.

## **Section 2: Description of the 2011-2012 Intervention Plan**

The Board of Education distributed \$94,328 in Equity Funds to Santa Monica High School for the 2011-2012 school year. The Site Council is committed to continue to fund programs and projects that have a direct impact on student achievement including AVID tutoring (tutors have already been hired), peer tutoring, access to technology during the school day, diversity, racial tolerance, and anti-bullying education to improve school climate, Project Safe Zone, Circle of Friends, computer classes for parents, and professional development and collaboration focused on improving instructional practice and assessment to narrow the achievement gap. The funds were discussed over several meetings and were voted on at our last meeting.

### Upgrades/Access to Technology

1. Improve student computer lab with technology needs (\$5,378)—Replace broken, outdated hardware and software in the student computer labs that all classes use.
2. Staffing of credentialed teacher to support students with their academic needs (\$6,400)—Staff computer lab with some before and after school hours to allow students without computers and printers at home to access these to complete assignments.
3. Staffing the computer lab and providing computer classes for parents that do not own or have consistent access to computers on Saturday mornings (\$7,800)—Over 40 parents are attending these classes on a consistent basis this year, every Saturday.
4. Support academic needs during after school hours specifically with supplies and materials for printers for student use in library and computer labs and in night owl tutoring (\$3,000)—Supply computer lab and after school and evening tutoring with paper and printer ink for student use in printing assignments.

### Diversity, Racial Tolerance, and Anti-Bullying Education

1. Funds to support students activities as well as training, substitutes, and stipend for leadership to promote disability awareness and understanding, acceptance, and friendship between students with and without disabilities (\$2,750)—Circle of Friends
2. Substitute teachers for the program days, workshop materials, curriculum development, leadership stipend (\$5,250)—Project Safe Zone
3. Support Anti-Bullying & Racial Tolerance Programs and/or Activities/Strategies including substitutes and supplies (\$4,000)—Racial Harmony and/or Tolerance Programs
4. Support student activities, mentorship, provide student & adult training and substitutes (\$3,000)—African American Mentor Society

### Provide Academic Support/Intervention

1. AP Exam Scholarships (\$6,000)—AP Exam Scholarships for students with financial need
2. AVID Tutors (\$4,500)—Four Tutors already hired
3. Peer Tutors (\$13,090)—Eight Tutors already hired
4. POP/Tutorial Supplies (\$1,200)—Intervention for Struggling Students
5. POP/Tutorial Teacher Collaboration (\$2,000)—To Support Struggling Students
6. Teacher summer school salary for two sections of Summer Bridge to Honors/AP (\$12,000)—To encourage and prepare non-traditional first time Honors/AP course takers

### Improve Instructional Practice

1. Hourly Pay & Materials for Subject-alike Teacher Collaboration and PD (\$17,960)—Professional Development to narrow the achievement gap

**NOTE: The programs funded in 2010-2011 that will be reduced or not funded in 2011-2012 are:**

1. POP has been included in our master schedule within our regular FTE allotment, replacing most of our old Tutorial class program.
2. AVID Tutor funding was reduced but not eliminated as it has been difficult to find tutors even though they are valuable. We have hired four this year.
3. At Risk Conference was eliminated as advisors and teachers feel other efforts we are undertaking will duplicate the experience and serve more students.