

The Single Plan for Student Achievement

Briones Alternative School

07617390730473
CDS Code

Date of this revision: February 24, 2010

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the School Plan on .

II. Vision and Mission

District Beliefs

- Higher expectations will yield higher results
- Fiscal and academic accountability for all is essential
- All students have the potential to achieve academic, social, and emotional success
- Responsiveness to change, flexibility and a positive attitude lead to success
- Continuous improvement is a priority
- Everyone is a valued member of our learning community
- Responsibility for learning is a cooperative effort between students and adults
- Diversity enriches our community

District Mission Statement

Together we will ensure diverse paths to success and a quest for knowledge

District Focus Areas For Improved Student Achievement

1. Ongoing staff development
 - best practices
 - evaluation
 - classroom management
2. Diverse pathways to learning
 - differentiated instruction
 - alternative options
3. Increase percentage of college ready graduates
4. Close the achievement gap among subgroups district-wide
5. Use of technology to support instruction

District Planning Parameters

Martinez Unified School District's Strategic Planning for Improved Student Achievement Parameters.

The District encourages that the following questions be answered for existing programs.

- Do the needs that led to the initiation of the program still exist?
- Are there other programs that could more effectively meet the identified needs?
- Have the stakeholders participated in the implementation and maintenance of the program?
- If needed, have continued professional development opportunities been afforded?

The District will not accept a new program without.

- The need for the program being defined, at least in part, by an evaluation of criterion referenced or norm-referenced student assessment results.
- Scientific research that supports the effectiveness of the proposed program.
- Stakeholder participation in the development of the proposed program.
- A clearly defined relationship to district/state content standards.
- Provisions for professional development.
- A defined formative and summative evaluation process.

Briones Independent Study provides an educational option that fosters students' academic growth, intellectual curiosity, critical thinking, and problem solving skills. We focus on the success of each student and provide all students with individualized learning plans and tailored instruction which takes into account diverse needs, individual learning styles and interests. We provide ongoing standards based instruction in a WASC accredited school.

Briones also provides a learning opportunity through the "New Leaf Collaborative" as another option in the school. The "New Leaf Collaborative" has two teachers, who lead The Environmental Studies Academy (ESA) and the Greenhouse Acastrives to create socially-empowered agents of change who work toward the nourishment and restoration of healthy life-styles, land, community and schools through service education and outreach. The ESA provides hands-on learning through real projects that are community based.

Briones teachers collaborate as a professional learning community. Teachers work together to share lessons and teaching strategies on an ongoing basis. This practice enhances student learning and achievement.

III. School Profile (Optional)

Briones is a K-12 independent study school. Briones offers an alternative to traditional school. Independent study students complete their school work at home. Students are assigned to a credentialed teacher. The teacher provides learning assignments and monitors the progress of the student on assignments and academic achievement as well as provides instructional support as needed. Students meet with their teacher for a minimum of one hour per week. Courses are completed based on the student's demonstration of competency through the completion of assignments and/or assessments.

Briones teachers collaborate as a professional learning community. Teachers work together to share lessons and teaching strategies on an ongoing basis. This practice enhances student learning and achievement.

IV Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

B. Seek Input from Advisory Committee (as needed)

- English Learner Advisory Committee
Briones occasionally enrolls ELL students. Currently there is not a demonstrated need in this area.
- Gifted and Talented Education Advisory Committee
Provide identified GATE students additional resources in curricular areas to provide support for individual projects for continued academic growth and interest in school. Online learning opportunities as well as supplemental learning material shall be purchased as funds are available.
- Library Planning Committee
There is not a library planning committee. Teachers provide lists of books for purchase for the school library. Parent input is always taken on an individual basis.
- Special Education Advisory Committee
When specified in a student's IEP that the student receives his/her education through independent study, the student is provided instructional support by a Vicente special education teacher who is available to work with Briones students. Each special education student receives services through an instructional support program. Students have special education services available to them as determined by their IEP.
- Other Committees Established
Site Council and WASC advisory committee.

C. Analysis of Current Instructional Program (See Appendix B)

V. Description of Barriers and Related School Goals

Most barriers are the result of limited funding. Also, the physical space of Briones is limited which makes it difficult to have small group instruction when appropriate or provide more computers for student use. Storage space for textbooks and library books is also limited.

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1

(Based on conclusions from Analysis of Program Components and Student Data pages)

Implement a systematic and sustained process to acquire, analyze, and evaluate individual and group performance in reading, writing, math, CAHSEE and CSTs.

Use Data Director to analyze student assessment data to determine current students' achievement levels. The student population of Briones changes frequently. However, the data over time has indicated most students generally do not score proficient on CSTs. Most of the current students who have already taken and received scores have passed the CAHSEE. When evaluating CST scores in math and ELA and comparing them to the CAHSEE scores of students there is often a discrepancy. Students are required to take the CST tests, however, it is difficult to motivate students to do their best on the test. Strategies will be developed and implemented to motivate students to do their best on the CSTs. Also, pacing guides will be developed in subject areas using the Blueprints and shared among teachers in Briones. PLC model will continue to be used to share best practices among teachers and develop additional instructional strategies to support students' academic growth and achievement.

Use data to guide decisions on purchase of supplemental instructional material and online learning opportunities.

Offer tutoring to 11th and 12th grade students who have not passed the CAHSEE. Continue to work toward increasing the number of students scoring proficient on the CSTs by 5% with particular emphasis placed on improving algebra proficiency percentages and ELA proficiency. There is a schoolwide emphasis on improving students' reading, writing, and critical thinking.

Staff share successful teaching strategies that address improving students' academic achievement in reading, math, and writing and share lessons developed to address identified academic needs in content areas.

Teachers participate in staff development to increase instructional strategies and identify a process to evaluate student work samples to identify students' academic needs and a plan for intervention.

Goal: 09-10

100% of 12th graders pass the CAHSEE by the end of the 12th grade year.

Increase percentage of students scoring at proficient or above by 5%.

School will improve their CST scores in all subject matter tests over previous year's results.

Results of goal for 08-09 for CST:

Analysis of the CST data indicates that there was an decrease in students scoring proficient in all CST test.

Results of goal for 08-09 for CAHSEE:

Most students either entered having already passed the exit exam or passed during the 08-09 school year. Of the students who 13 previously had taken the CAHSEE, and not passed, 8 passed raising their scores an average of 42 points. Of the 5 students who still have not passed, the math score has stagnated over multiple testing periods.

One 12th grader who continued as a 5th year senior in 09-10 had not passed the CAHSEE in math at the end of 08-09.

Goal for 09-10:

100% pass rate for 12th graders. Improve opportunities for students to increase math skills for success on the CAHSEE as well as the algebra CST.

Student groups and grade levels to participate in this goal:

All students scoring less than proficient on previous CSTs and students who have not passed the CAHSEE (Exit Exam).

Anticipated annual performance growth for each group:

5% increase in students scoring proficient in CSTs.
100% passage rate of 12th graders on the CAHSEE.

In 2009, Briones students' proficiency rates on the CSTs declined in all areas.

<p>Means of evaluating progress toward this goal: Use Data Director to assist in the analysis of individual and school CST and CAHSEE scores.</p> <p>Teachers meet to analyze and discuss CST, CAHSEE and site assessment data and implement plan to address students' needs including sharing of lessons, and instructional strategies. Teachers will share student work samples and teachers will analyze student academic needs and create schoolwide plans to address identified needs and to identify growth and continued areas of need.</p> <p>Participation in staff development designed to increase strategies to improve academic achievement of all students.</p> <p>Data from site assessments as well as CST and CAHSEE scores will be analyzed to determine progress toward this goal.</p>	<p>Group data to be collected to measure academic gains: CST scores and CAHSEE scores, site administered assessments and student work samples.</p>
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SCHOOL GOAL # 1				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Use data director to gather CST and CAHSEE data for the school population as well as for individual students. Analyze data as a staff and identify individual and school-wide academic needs.	Fall Semester/ 09 - Ongoing. Each time CAHSEE data becomes available. It will be analyzed and discussed. The CST data will be analyzed when it becomes available in the Fall/2010 with teachers. This cycle will continue each school year.	Data Director is available for staff and funded by the District.	The site does not have specific costs for data director and analysis takes place on an ongoing basis.	District provided.
Provide staff development to all teachers to create a process to work together to evaluate student work and develop strategies to address students' academic needs.	Ongoing	Professional Development in PLC best practices, communication skills, instructional best practices.	\$5,000 per year provided through Vicente Title 1.	District funding; grant; shared with Vicente who uses Title 1 funding.

SCHOOL GOAL # 1				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
<p>Use site level formative assessments and analysis of student work samples to assess students' academic progress. Develop intervention plans for individual students when academic growth is not sufficient.</p> <p>Purchase online math program to address students' math needs.</p>	Ongoing	<p>REVOLUTION, a CAHSEE intervention program has been purchased. Teachers have been trained. The goal of the use of this program is to identify students' academic needs as it applies to passing the CAHSEE and then offers specified practice in areas of need. Teachers also meet and examine student work samples to determine trends in student academic needs as well as individual needs.</p>	\$30.00 per student.	CAHSEE intervention funds

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL # 2 (Based on conclusions from Analysis of Program Components and Student Data pages) Use assessment data to target student interventions and create strategies and opportunities to improve student academic achievement. Use online learning and assessment tools to assist teachers to analyze students' area of need as well as provide individualized program to work on the skills identified.	
Student groups and grade levels to participate in this goal: All students	Anticipated annual performance growth for each group: All students are expected to improve their CST performance in each subject by 5%. Students who have not passed the CAHSEE are expected to improve their scores by 20 points or to a passing score if less than a 20 point improvement is needed. Results from CAHSEE data for 08-09: Most students passed the exit exam on 08-09. 5 students continued to struggle with the math portion of the exit exam. This goal is continued for the 09-10 school year.
Means of evaluating progress toward this goal: CST data, CAHSEE data, evaluation of student work samples, and site administered assessments	Group data to be collected to measure academic gains: CST, CAHSEE results, STAR math and reading (locally administered), and student work samples.

SCHOOL GOAL # 2				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Make CAHSEE online learning available to students who have not passed the Exit Exam.	Fall/2009 and continue each semester.	CAHSEE prep materials	\$1,000 for materials \$1,000 for tutoring or intervention class supplement.	CAHSEE intervention funds
Read 180 has been purchased and is being used at Vicente for reading intervention. Briones students are may attend this course.	Fall/2009 ongoing.	READ 180 and a 90 minute course (To share with Vicente)	Tech. support from district staff. \$1,000 for consumable material for READ 180 course to share with Vicente.	CAHSEE intervention funding for renewing consumable material for READ 180.
Provide math intervention online learning opportunities.	Spring/2010-ongoing	Math materials and teacher time. Online licenses.	\$28.00 per hour 3 x per week as needed during the school year. Math materials \$1,000 and \$30.00 per student license.	Intervention funds including CAHSEE funding.

SCHOOL GOAL # 2				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Expand classroom and school library	Spring/2010 and ongoing	Purchase classroom (teacher) and school library books for all reading levels and for a variety of interests.	\$1,000	Library funds, grants, general fund, and CAHSEE intervention funding.

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL # 3 (Based on conclusions from Analysis of Program Components and Student Data pages) Identify and employ best teaching practices to improve student outcomes. All teachers will be teachers of writing in all curricular areas. Teachers will expand instructional strategies to increase students' ability to comprehend grade level text and think critically. All teachers will require students to demonstrate learning in writing each week.	
Student groups and grade levels to participate in this goal: All students.	Anticipated annual performance growth for each group: All students will improve CST scores by 5% CAHSEE score will improve by 20 points per test taken, or to a score of 350 if that if fewer than 20 points needed. Students will improve performance on STAR math and reading test (locally administered) on the post-test. Students writing samples will indicate improvement of writing skills per a school writing rubric. Goals met: Locally administered tests indicate students improved in math, CST scores declined. CASHEE passage rate improved. Continue these performance targets for 2009-10. Writing goals have been established for all curricular areas with teachers systematically sharing student work samples.
Means of evaluating progress toward this goal: Analysis of CST, CAHSEE, and STAR data. Evaluation of student writing samples.	Group data to be collected to measure academic gains: CSTs, CAHSEE and STAR tests data and student work samples.

SCHOOL GOAL # 3				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Teachers will participate in staff development opportunities to increase knowledge of instructional strategies to improve student access to content in grade level text, critical thinking skills, and reading and writing skills.	Fall/2009 and ongoing.	Professional Development on site, Workshops, teacher observations in other classrooms,	\$5,000 for onsite professional development	Attend with Vicente staff. Vicente uses Title 1 funding..
Staff review of student work samples. Meetings for teachers to share planning of lessons and effective instructional strategies to improve student achievement.	Fall/2009 and ongoing.	Professional Development . Monthly meetings.	Professional Development	Attend with Vicente teachers using Title 1 funding..
Share professional journal articles and research regarding best practice with staff.	Fall/2009 and ongoing	Copy costs of articles	Cost included in copy budget	General Fund

VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL # 4 (Based on conclusions from Analysis of Program Components and Student Data pages) Provide structure and expectation for every student to continually progress towards becoming healthy individuals, intellectually curious learners and responsible citizens.</p>	
<p>Student groups and grade levels to participate in this goal: All students.</p>	<p>Anticipated annual performance growth for each group: Students will improve his/her school attendance by 5% over previous school year.</p> <p>Students will improve credit earning by 10% over previous school year.</p> <p>Students will create individual learning and educational plans and monitor their own progress toward graduation.</p> <p>Students will have a positive outlook about their education and future.</p> <p>Data indicates that the vast majority of students who enter Briones improve their attendance at school as demonstrated by work completed and as a result improve their credit earning.</p> <p>Administer survey to determine if students have developed a more positive outlook about their education and future since attending Briones. Review individual learning plans.</p>
<p>Means of evaluating progress toward this goal: Attendance data will be analyzed.</p> <p>Credit earning will be analyzed.</p> <p>Individual learning/educational plans will be completed.</p> <p>Surveys administered at the admittance to the school and upon exit to evaluate any change in attitude toward school and future.</p>	<p>Group data to be collected to measure academic gains: Attendance, credits completed, graduation rate, completion of learning plan and success in implementation of plan, survey ranking of positive outlook toward school and future.</p>

<p>SCHOOL GOAL # 4</p>				
<p>Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date(38) Completion Date</p>	<p>Proposed Expenditures (39)</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
Administer survey to students.	Fall/2009 and ongoing.	None	\$600	Grant funded
Review Individual success plan with staff and students and have planned ongoing review and revision.	Fall/2009	None	0	N/A

SCHOOL GOAL # 4				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Provide mental counseling and health professional services to students.	Fall/2009 - ongoing	Nurse and counselors	Currently, Briones and Vicente share a school counselor one day per week. academic counselor and a mental health counselor is available 12 hours per week. Also, an addition specialist is available 12 hours per week. \$25,000	Grant for nurse from Shell Oil Company. 1802 money provides funding for counselor. Mental Health grant provides other funding

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL # 5

(Based on conclusions from Analysis of Program Components and Student Data pages)

Explore additional venues for offering students opportunities to participate in activities in the community to enhance learning as well as provide speakers at school to provide information about college, career, and volunteer/internship opportunities.

2008-09

Educational Talent Search representative on campus once per week, DVC representatives provide information on enrollment and programs, MAE tours, representatives from technical colleges provided students with information about opportunities for post-secondary education. Several students participate as classroom assistants in local elementary schools.

2009-2010

Continue these goals as well as students have been provided opportunities for internships due to grant funding that provides an intern coordinator on site.

Students have also volunteered at the City of Martinez events. Students were invited to enroll in a CSU, Eastbay college class held on site at no cost.

The volunteer coordinator from the City of Martinez has included Briones students in her recruitment for volunteers.

Student groups and grade levels to participate in this goal:

All students.

Anticipated annual performance growth for each group:

Students will learn to work collaboratively and be open to exploring new ideas. They will have opportunities to improve communication skills both in speech and in writing. Students will have opportunities to participate in community service that will enhance their ability to express compassion, tolerance, and empathy. Students will also transition successfully from school to work, training, and/or higher education.

Means of evaluating progress toward this goal:

Number of students participating in ROP classes, community service, enrolling in DVC and adult school courses will increase by 10%. Students will report on a survey of increased involvement in the community and a change in their ability to be compassionate, tolerant and empathetic. Students will have opportunities to work collaboratively both in school and in out-of-school activities. Students will report an improved confidence in communicating with others in speech and in writing.

Group data to be collected to measure academic gains:

Students participating in community activities.
Students enrolling in courses outside of the high school experience.
Student Survey results

SCHOOL GOAL # 5

Actions to be Taken to Reach This Goal (37)

Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)

Develop relationship with community agencies to create partnership for student internships and participation.

Provide guest speakers from the community, local colleges and vocational schools to students on campus to provide information about career and volunteer opportunities.

**Start Date(38)
Completion
Date**

**Proposed
Expenditures
(39)**

**Estimated
Cost**

**Funding
Source**

Fall/2009-
ongoing

\$21,000.00

0

Grant funded
intern
coordinator.

Fall/2009-
ongoing

None

0

N/A

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	24	37	30	15	29	21	0	3	1	0	0	0
Growth API	571	657	556									
Base API	613	571	653									
Target	D	D	D									
Growth	-42	86	-97									
Met Target	D											

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	7	4	7	4	1	3	1	7	6	1	1	2
Growth API												
Base API												
Target												
Growth												
Met Target												

Appendix A - School and Student Performance Data (continued)

Table 2: Title III Accountability

District Data

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Number of Annual Testers	218	196	250			
Percent with Prior Year Data	100%	100%	96.8%			
Number in Cohort	218	196	242	117	95	133
Number Met	147	99	165	64	30	66
Percent Met	67.4%	50.5%	68.2%	54.7%	31.6%	49.6%
NCLB Target	48.7%	50.1%	51.6%	48.7%	28.9%	30.6%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	65	100	100	67	100	100	100	--	100	--	--	--
Number At or Above Proficient	--	--	9	--	--	--	--	--	--	--	--	--
Percent At or Above Proficient	--	--	69.2	--	--	--	--	--	--	--	--	--
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	--	100	100	--	100	100	--	100	--
Number At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%)

** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	58	96	90	56	93	88	100	--	100	--	--	--
Number At or Above Proficient	--	--	2	--	--	--	--	--	--	--	--	--
Percent At or Above Proficient	--	--	16.7	--	--	--	--	--	--	--	--	--
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	--	100	100	--	100	100	--	100	--
Number At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%)

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Briones Instructional Program is an Independent Study Program which includes the "New Leaf Collaborative," a placed-based, project based learning opportunity along with independent study. Students enrolled in Briones have generally scored below proficient on the CSTs.

Special Education students enrolled in Briones receive services through a Instructional Support Program Model.

Response to Intervention is the model used by the school to address students' academic needs.

Students are offered intervention classes, tutoring, and supplemental materials to provide academic support for those performing under the proficient band.

A site administered math and reading test is used to give teachers an initial indication of student's academic ability. Teachers also evaluate available CST and CAHSEE scores.

Teachers meet individually with students and create individual learning goals and plans for students.

Students may participate in an Educational Careers Academy where students are placed as instructional assistants in local elementary classrooms.

"New Leaf" students work continuously on collaborative community based projects.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (EPC)

The staff has participated individually in conferences. During the 2008-09 school year the staff is participating in staff development provided by the U.C. Berkeley History and Social Science project to promote increased instructional strategies to improve students' access to content in grade level text, as well as improve critical thinking and reading and writing skills. The staff also collaborates to review student work samples, share lessons and strategies, as well as reviews school academic data to determine the needs of the students and develop plans to address identified student needs. During the 09-10 school year, staff has participated in training designed to improve communication skills to support the professional learning community model. The staff shares lessons and best practices as well as analyzes data and student work samples.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
11. Lesson pacing schedule (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Teachers currently work independently creating lessons for their own students. Teachers are working toward a systematic method for sharing lessons with each other.

A-G courses have been approved and are available to students.

Field trips are offered to Independent Study students to enhance their learning in content areas or to provide opportunities for experience in the performing arts.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
15. Research-based educational practices to raise student achievement at this school (NCLB)
16. Opportunities for increased learning time (Title I SWP and PI requirement)
17. Transition from preschool to kindergarten (Title I SWP)

All students are invited to attend field trips and invited to participate in math tutoring and guest speaker opportunities.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
19. Strategies to increase parental involvement (Title I SWP)
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

All teachers are involved in the development of the program and expansion of offerings.

Parents/guardians are invited to participate in site council, field trips, attend meetings with their students and school activities.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
22. Fiscal support (EPC)

Funding is limited to general fund budget, art/music/pe allotment, and CAHSEE intervention funding.

Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$500.00
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	
Total amount of state categorical funds allocated to this school:	\$500.00

Federal Programs under No Child Left Behind (NCLB)		Allocation
[]	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
[]	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
[]	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
[]	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
[]	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
[]	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
[]	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
[]	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	
[]	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
[]	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
[]	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
[]	Other Federal Funds (list and describe(42))	
Total amount of federal categorical funds allocated to this school:		\$0

Total amount of state and federal categorical funds allocated to this school:	\$500.00
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(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2009-10 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2009-10 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Briones Alternative School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 3/02/2010

Attested:

Carol Adams

Typed name of school principal

Signature of school principal

Date

Marilyn Brouette

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

We pledge to always do our best work and focus on improving our knowledge and skills. We will work together with our teachers, counselors and parents/guardians to create a plan for our future.

Parents Pledge:

We pledge to be partners with school staff and our students to support the educational goals set forth in this document.

Staff Pledge:

We pledge to work together toward continual improvement of the educational experience of our students and continually seek instructional strategies to improve our students' academic achievement. We also pledge to work with our students to create individual plans for their future after high school.

Appendix G - School Site Council Membership: Briones Alternative School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Carol Adams	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lorena Castillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marilyn Brouette	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kymberly Padilla	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kristin Trees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Megan Huster	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kathy Brown	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	2	1	1	3

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.