

Newark Unified School District
Crossroads Alternative High School
01-61234-0130484

School Plan
2008-2009

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School Site Council Membership

School Crossroads Alternative High School School Year 2008-2009

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kurt Carter	[X]	[]	[]	[]	[]
Elizabeth Newcomb	[]	[X]	[]	[]	[]
Marlene Powell	[]	[]	[]	[X]	[]
Matt Powell	[]	[]	[]	[]	[X]
Numbers of members of each category	1	1	1	1	1

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.

Crossroads Alternative High School School Information

District Mission Statement

The Newark Public Schools inspire and educate all students to achieve their full potential and be responsible, respectful, and productive citizens.

Introduction

Crossroads High School Missions Statement

We recognize that all of our students are unique human beings who deserve the best personalized education possible. We continuously work toward developing a caring environment, which fosters healthy functional relationships and social growth.

Crossroads High School Vision Statement

Our goal is to deliver an Independent Study learning experience of the highest quality where a student demonstrates a high degree of performance commensurate with his/her ability. Crossroads strives to integrate a challenging curriculum that motivates students to stay in school, reach their full potential, and become life long learners.

School Description

Crossroads High School is a small, alternative school of 65 - 75 students who attend classes in first through twelfth grade. The school provides individualized California Standards-Based instruction in all the academic areas. State and federal accountability reports demonstrate the continued academic progress, and this school is under High Priority School Program.

The Newark Public Schools inspire and educate all students to achieve their full potential and be responsible, respectful, productive citizens.

The City of Newark is located in Alameda County, and is home to over 40,000 people. This 150 year-old community is situated on the southeastern edge of the San Francisco Bay directly off of Interstate I-880 and Highway 84. With its close proximity to San Jose and San Francisco, Newark residents have easy access to the benefits of "big city" life, while offering the comfort and safety of a small town atmosphere. Newark Unified School District is comprised of eight elementary schools, two alternative high schools, one junior high, and one comprehensive high school. All of the schools maintain a shared commitment to providing students with a "world class education" based on a strong liberal arts foundation and centered on the district's core values, producing academically skilled and community-minded students with a wide array of post-high school educational and career options.

Description of School Programs

Crossroads High School offers a curriculum consisting of all basic high school subjects, excluding foreign language and physical education.

A pupil at Crossroads High School does not attend daily classes, but does most of his/her schoolwork at home. The program provides personalized instruction through Individual Learning Plans (ILPs) so the student can receive meaningful individual attention. The ILP is based upon careful review of student's transcript coupled with assessments and diagnostic tools.

The pupil meets with an instructor on a one-to-one basis, or in a small group/lab time. The instructor assigns the pupil schoolwork that is to be completed by the pupil on his/her own time. The instructor at each meeting evaluates the completed work. The pupil is expected to complete a minimum of 6 hours of schoolwork each school day. This will average 30 hours per week or 120 hours per month. If a pupil wishes to make up missed classes or enters late in the semester, they will have to spend more than 30 hours per week in order to stay on track and meet graduation requirements.

Classes are held for approximately one to three hours weekly. During that time students receive instruction, constructive criticism and guidance. Students turn in assignments, review past work, take tests, and receive homework that is due at the next class session. If another class does not require the facility, students can remain in the room after class is over and work on assignments.

Students at Crossroads High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school and a warm, friendly classroom environment. School and classroom policies are reasonable and clearly stated.

The discipline policy encourages students to evaluate their situations and make rational decisions based on the consequences of their actions. Parents must accompany students to the school during registration for an orientation of the school program and requirements. Parents and students must sign a Master Agreement, which outlines Objectives, Schedule, Course Credit Value, Method of Study, Resources, Method of Evaluation, Attendance, Voluntary Statement, and Assignments.

SUPPLEMENTARY PROGRAMS

Title I

Program Goal:

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

Crossroads High School does not receive Title I funds.

Title II Part A Teacher Quality

Program Goal:

To provide teaching staff an opportunity for ongoing professional development based on a site or district specific needs assessment.

To increase student academic achievement by improving teacher quality.

To ensure that administrators, teachers and paraprofessionals meet the definition of No Child Left Behind compliant.

In the 2007-2008 school year, all staff were NCLB compliant. Staff development focused on expanding instructional strategies to best meet the needs of a diverse student population, with concentrated effort on the use of technology.

During the 2008-2009 school year, all staff will be NCLB compliant. Professional development will continue to focus on instructional strategies, technology and use of data to determine the most effective instructional strategies.

Title II, Part D Enhancing Education Through Technology

Program Goal:

To provide funds for innovative initiatives to support the integration of educational technology into classrooms in order to improve teaching and learning. Activities may include professional development in technology integration and the use of the Internet; distance learning initiatives; acquiring educational technology; and using technology to enhance parental involvement.

In the 2007-2008 school year Crossroads dedicated two staff development days with Plato Learning Systems to further expand staff knowledge and student usage of this learning resource. Along with Plato Learning System, Scantrons, Educational Performance Series and Cyber High were incorporated for student usage.

In 2008-2009 school year, one of the monthly staff meeting times will be dedicated to continue further understanding, usage and implementation of existing technology and investigate other sources of technology to enhance student learning.

Title III (Limited English Proficient)

Program Goal:

To provide supplementary programs and services for LEP students and their families to enable students to meet grade level requirements.

To provide instruction and instructional support services to promote English language development and academic progress in the core curriculum.

Title III funding will be used to provide Limited English Proficient students assistance through Native Language Tutors. The Bilingual Aide will assist the students with subject matter understanding, assignment completion, and course completion.

In the 2008-2009 school year Crossroads will continue to use Title III funding as it did in the 2007-2208 school year. Title III funding will be used on the Student/Parent Handbook, Newsletters and all other written communication that are translated into Spanish.

Title IV Safe and Drug Free Schools

Program Goals:

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

In the 2008-2009 school year Crossroads will continue to use the Project Toward No Drug Abuse curriculum as in 2007-2008. The Crossroads counselor (if funding is still available) will attend Safe and Drug Free School Training Workshops. Students that have been identified with drug related or violent behaviors will be referred to the counselor who will recommend appropriate resources including, but not limited to, the district's educational gang prevention counselor, Youth and Family Services Intern from the Healthy Choices Program, Second Chance, and the Tri City Health Center.

During orientation/intake all students and parents review and sign specific guidelines and agreements on behavior, attendance and dress code before enrolling into the school.

Title V

Program Goal:

To provide broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials.

To meet the needs of at-risk students.

Our Title V budget will be coupled with other monies to expand the usage of online learning systems.

Crossroads will continue to use Plato Learning Systems as a supplemental and intervention learning program. Within the program, all subjects are aligned with the California Content Standards. The program's primary function is to help students with the state exit exam through the use of self-pacing guides. Cyber High is an "electronic school" that is available to high school students with Internet access. This program will be offered to students through teacher recommendation based upon student academic assessment and student's ability to be successful using this type of learning strategy. The Cyber High curriculum is aligned with the California Content Standards and Frameworks. Cyber High is used in conjunction with the students' regular course work to help provide credit recovery needs. All courses have been accredited through the Fresno Unified School District. Roosevelt High School in Fresno, California, is the sponsoring entity for issuing credits toward graduation.

English Language Learner Program

Program Goal:

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

Crossroads uses the High Point Language Literature Series for ELL students. Further assistance will be provided to students through Native Language Tutors who will provide assistance with curriculum understanding, assignment completion and course completion. ELL students must be carefully screened to ensure that an independent learning strategy is the appropriate educational option for their success.

Gifted and Talented Education Program (GATE)

Program Goal:

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

Crossroads does not receive GATE funding.

Tobacco Use Prevention Education (TUPE)

Program Goal:

To educate our students regarding the deleterious effects of tobacco products and give them skills to resist the pressures to begin or provide counseling to help them stop.

Tobacco prevention is addressed through the Toward No Drug Abuse program.

Special Education Program

Program Goal:

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

Each special education student will have his or her program developed within the context of that student's Individualized Education Plan (IEP). Further train special education staff as opportunities become available. Further train general education staff in working with special education population as opportunities become available.

- 1) Based on individual needs of student (as stated in the IEP) student will receive small group or one-on-one direct instruction through district approved intervention curriculum.
- 2) Resource Specialist will work with each student's general education teacher to ensure designated accommodations are in place and assist staff in modifying curriculum/instruction as needed.

School Improvement Program (SIP)

Program Goal:

To meet the educational needs of all students, including student achievement and improved environment.
To support and sustain high quality professional development.

Crossroads High School does not receive School Improvement Program funding.

10th Grade Counseling

Program Goal:

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

N/A

Other Programs Specific to your site that fund any action plans/objectives

Program Goal:

Newark Unified School District
 School Demographic, Accountability
 Achievement and Safety Information

SCHOOL DEMOGRAPHIC DATA

ENROLLMENT	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Total Enrollment (CBEDS)	96	63	67	31
% African American	13%	14.3%	9%	9.7%
% Asian	13%	4.8%	2.99%	0%
% Filipino	2%	1.6%	%	0%
% Hispanic	50%	61.9%	63%	71.0%
% Pacific Islander	0%	1.6%	2.99%	0%
% White	22%	12.7%	22.39%	16.1%
% Free/Reduced Lunch	7%	12%	4%	19%
% English Language Learners	13%	0.0%	%	3%
% Initially or Redesignated Fluent	39%	32%	%	58%
# Redesignated Fluent by Year	0	0		1
% Special Education Services	0%	0%	%	2%
% Mobility (New to School Site)	78 %	53 %	53 %	%

NO CHILD LEFT BEHIND COMPLIANCE	2005 - 2006	2006 - 2007	2007 - 2008
% of Classes Taught by NCLB Highly Qualified Teachers	25.9 %	50 %	100%

ENGLISH LEARNERS by FLUENCY	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Total Number of EL Students	13	6		4
# Advanced	6	4		
# Early Advanced	7	2		1
# Intermediate	0	0		3
# Early Intermediate	0	0		
# Beginner	0	0		

ATTENDANCE	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Cumulative Average Daily Attendance		89%	64.20	
Total Identified Truants	0	0	0	

SCHOOL ACCOUNTABILITY DATA

ADEQUATE YEARLY PROGRESS (AYP)	2004 - 2005			2005 – 2006			2006-2007		
	P A R T I C I P A T I O N	P R O F I C I E N T	M E T C R I T E R I A	P A R T I C I P A T I O N	P R O F I C I E N T	M E T C R I T E R I A	P A R T I C I P A T I O N	P R O F I C I E N T	M E T C R I T E R I A
English-Language Arts (Grade 10 High School Exit Examination)									
Schoolwide	74	33.3	Yes	79	--	Yes	82	40.0	Yes
Hispanic	47	--	--	77	--	--	75	--	--
White	100	--	--	100	--	--	72	--	--
Socioeconomically Disadvantaged	50	--	--	72	--	--	100	--	--

ADEQUATE YEARLY PROGRESS (AYP)	2004 - 2005			2005 – 2006			2006-2007		
	P A R T I C I P A T I O N	P R O F I C I E N T	M E T C R I T E R I A	P A R T I C I P A T I O N	P R O F I C I E N T	M E T C R I T E R I A	P A R T I C I P A T I O N	P R O F I C I E N T	M E T C R I T E R I A
Mathematics (Grade 10 High School Exit Examination)									
Schoolwide	74	42.9	Yes	86	--	Yes	85	18.8	Yes
Hispanic	47	--	--	85	--	--	82	--	--
White	100	--	--	100	--	--	72	--	--
Socioeconomically Disadvantaged	38	--	--	50	--	--	80	--	--

**SCHOOL ACCOUNTABILITY DATA
(Continued)**

ACADEMIC PERFORMANCE INDEX (API)	2004 - 2005				2005 - 2006				2006-2007			
	B A S E	G R O W T H	D I F F E R E N C E	M E T T A R G E T	B A S E	G R O W T H	D I F F E R E N C E	M E T T A R G E T	B A S E	G R O W T H	D I F F E R E N C E	M E T T A R G E T
Schoolwide	B	534	B		534	567	33	Yes	588	568	-20	No
African American												
Asian												
Hispanic												
White												
Sociologically Disadvantaged												
English Learners	-	-	-	-								
Students with Disabilities	-	-	-	-								

SCHOOL ACHIEVEMENT DATA

California Standards Test (CST) Proficiency Levels - English Language Arts % of Students at the Following Levels of Performance

ELA	Grade 9			Grade 10			Grade 11		
	05	06	07	05	06	07	05	06	07
Proficient or Above				0.0	10.0	7.0	7.0	7.0	0.0
Advanced	*	*	*	0	0	0	0	0	0
Proficient	*	*	*	0	10	7	7	7	0
Basic	*	*	*	23	38	7	20	7	6
Below Basic	*	*	*	31	38	64	53	27	38
Far Below Basic	*	*	*	46	14	21	20	60	56

California Standards Test (CST) Proficiency Levels - Mathematics % of Students at the Following Levels of Performance

MATH	General Math			Algebra 1			Geometry			Algebra 2			Summative Math		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
Proficient or Above				9.0	3.0	0.0									
Advanced		*	*	0	0	0			*						
Proficient		*	*	9	3	0			*						
Basic		*	*	27	17	7			*						
Below Basic		*	*	55	43	57			*						
Far Below Basic		*	*	9	37	36			*						

California Standards Test (CST) Proficiency Levels - Science % of Students at the Following Levels of Performance

SCIENCE	Earth Science			Biology			Chemistry			Physics			NCLB Biology (10)		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
Proficient or Above													-	5.0	7.0
Advanced	*												-	0	0
Proficient	*												-	5	7
Basic	*												-	40	20
Below Basic	*												-	35	27
Far Below Basic	*												-	20	47

SCHOOL ACHIEVEMENT DATA
(Continued)

California Standards Test (CST) Proficiency Levels – History/Social Science
% of Students at the Following Levels of Performance

HISTORY	World History (10)			U.S. History (11)		
	<i>05</i>	<i>06</i>	<i>07</i>	<i>05</i>	<i>06</i>	<i>07</i>
SOCIAL SCIENCE						
Proficient or Above	0.0	0.0	16.0	0.0	0.0	0.0
Advanced	0	0	8	0	0	0
Proficient	0	0	8	0	0	0
Basic	18	26	15	15	17	7
Below Basic	18	21	23	46	42	53
Far Below Basic	64	53	46	38	42	40

California High School Exit Examination – By Class and Subgroup
% of Students Passing

	ELA	Mathematics	Passing Both
Class of 2007 As of Jan 2007 (Graduated)	29%	38%	29%
Class of 2008 As of Jan. 2008 (Current Seniors)	%	%	%
Class of 2009 As of Jan 2008 (Current Juniors)	80.0%	80.0%	66.7%

California High School Exit Examination (Class of 2007)	ELA	Mathematics	Passing Both
All Students	29%	38%	29%
% English Learners	%	%	%
% Economically Disadvantaged	%	%	%
% Students with Disabilities	%	%	%
% African American	%	%	%
% Asian	%	%	%
% Hispanic	%	%	%
% White	%	%	%

SCHOOL ACHIEVEMENT DATA
(Continued)

California High School Exit Examination – By Class and Subgroup
% of Students Passing

California High School Exit Examination (Class of 2008)	ELA	Mathematics	Passing Both
All Students	%	%	%
% English Learners	%	%	%
% Economically Disadvantaged	%	%	%
% Students with Disabilities	%	%	%
% African American	%	%	%
% Asian	%	%	%
% Hispanic	%	%	%
% White	%	%	%

California High School Exit Examination (Class of 2009)	ELA	Mathematics	Passing Both
All Students	80.0%	80.0%	66.7%
% English Learners	%	%	%
% Economically Disadvantaged	60.0%	60.0%	40.0%
% Students with Disabilities	%	%	%
% African American	%	%	%
% Asian	%	%	%
% Hispanic	72.7%	90.0%	72.7%
% White	%	%	%

SUSPENSIONS

School	2003-2004	2004-2005	2005-2006	2006-2007
Suspensions By Offense/Education Code				
48900 (a.1) Caused/Threatened/Attempted Injury				
48900 (a.2) Willfully used force or violence				
48900 (b) Possess/Sale/Furnish Dangerous Object				1
48900 (c) Possess/Use/Sale/Furnish Controlled Subst.				
48900 (d) Offer/Sale Controlled Substance				
48900 (e) Commit/Attempt Robbery or Extortion				
48900 (f) Cause/Attempt Damage to Property				1
48900 (g) Stolen/Attempted to Steal Property				
48900 (h) Possession of Tobacco				
48900 (i) Obscene Act/Vulgarity				
48900 (j) Possess/Offer/Sale of Drug Paraphernalia				
48900 (k) Disruption/Defied Authority				2
48900 (l) Received Stolen Property				
48900 (m) Possess Imitation Firearm				
48900 (n) Sexual Assault/Battery				
48900 (o) Harass/Threaten/Intimidate Witness				
48900 (p) Offer/Arrange/Sale of drug Soma				
48900 (q) Engaged/Attempted Hazing				
48900 (s) Aids or abets in attempted or infliction of physical injury				
48900.2 Committed sexual harassment (grs. 4-12)		1		
48900.3 Cause/Attempt/Threat/Partic. Hate Violence				
48900.4 Created intimidating or hostile environment				
48900.7 Terrorist Threat				
48915 (a) 1. Causing Serious Injury to Another Person, Except in Self-defense				
48915 (a) 2. Possession of a Knife, or Other Dangerous Object of No Reasonable Use to the Pupil				1
48915 (a) 3. Unlawful Possession of Any Controlled Substance Except for the First Offense for the Possession of Not More Than One Avoirdupois Ounce of Marijuana, Other Than Concentrated Cannabis				
48915 (a) 4. Robbery or Extortion.				
48915 (a) 5. Assault or Battery on Any School Employee				
48915 (c.1) Sale, possession or furnishing firearm				
48915 (c.2) Brandishing a knife at another person				
48915 (c.3) Selling a controlled substance				
48915 (c.4) Sexual assault or battery				
48915 (c.5) Possession of an explosive				
Total # of Annual Suspensions	0	1		6

EXPULSIONS

School	2003-2004	2004-2005	2005-2006	2006-2007
Total # of Annual Expulsions				
48900 (a) Caused/Threatened/Attempted Injury				
48900 (a.2) Willfully used force or violence				
48900 (b) Possess/Sale/Furnish Dangerous Object				
48900 (c) Possess/Use/Sale/Furnish Controlled Subst.				
48900 (d) Offer/Sale Controlled Substance				
48900 (e) Commit/Attempt Robbery or Extortion				
48900 (f) Cause/Attempt Damage to Property				
48900 (g) Stolen/Attempted to Steal Property				
48900 (h) Possession of Tobacco				
48900 (i) Obscene Act/Vulgarity				
48900 (j) Possess/Offer/Sale of Drug Paraphernalia				
48900 (k) Disruption/Defied Authority				
48900 (l) Received Stolen Property				
48900 (m) Possess Imitation Firearm				
48900 (n) Sexual Assault/Battery				
48900 (o) Harass/Threaten/Intimidate Witness				
48900 (p) Offer/Arrange/Sale of drug Soma				
48900 (q) Engaged/Attempted Hazing				
48900 (s) Aids or abets in attempted or infliction of physical injury				
48900.2 Committed sexual harassment (grs. 4-12)				
48900.3 Cause/Attempt/Threat/Partic. Hate Violence				
48900.4 Created intimidating or hostile environment				
48900.7 Terrorist Threat				
48915 (a) 1. Causing Serious Injury to Another Person, Except in Self-defense				
48915 (a) 2. Possession of a Knife, or Other Dangerous Object of No Reasonable Use to the Pupil				
48915 (a) 3. Unlawful Possession of Any Controlled Substance Except for the First Offense for the Possession of Not More Than One Avoirdupois Ounce of Marijuana, Other Than Concentrated Cannabis				
48915 (a) 4. Robbery or Extortion.				
48915 (a) 5. Assault or Battery on Any School Employee				
48915 (c.1) Sale, possession or furnishing firearm				
48915 (c.2) Brandishing a knife at another person				
48915 (c.3) Selling a controlled substance				
48915 (c.4) Sexual assault or battery				
48915 (c.5) Possession of an explosive				
Total # of Annual Expulsions	0	0	0	0

HEALTHY KIDS SURVEY (DISTRICTWIDE)*	2003 - 2004	2005 - 2006	2007-2008
Percentage of Grade 9 Students Taking Survey			
% Reported Feeling Bullied at School			
% Reported Feeling Very Safe at School			

HEALTHY KIDS SURVEY (DISTRICTWIDE)*	2003 - 2004	2005 - 2006	2007-2008
Percentage of Grade 11 Students Taking Survey			
% Reported Feeling Bullied at School			
% Reported Feeling Very Safe at School			

Parent Survey Results

How effective is this school in meeting the individual needs of your child in the following academic areas?

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
READING						
Extremely		%	9	21.43%		%
Very		%	24	57.14%		%
Somewhat		%	7	16.67%		%
Not At All		%	1	2.38%		%
Don't Know/Not Enrolled		%	0	0%		%
(Not Answered)		%	3	7.14%		%
TOTAL RESPONSES		%	42	100%		%
WRITING						
Extremely		%	9	21.43%		%
Very		%	22	52.38%		%
Somewhat		%	7	16.67%		%
Not At All		%	1	2.38%		%
Don't Know/Not Enrolled		%	0	0%		%
(Not Answered)		%	3	7.14%		%
TOTAL RESPONSES		%	42	100%		%
MATHEMATICS						
Extremely		%	7	16.67%		%
Very		%	21	50.00%		%
Somewhat		%	7	16.67%		%
Not At All		%	2	4.76%		%
Don't Know/Not Enrolled		%	3	7.14%		%
(Not Answered)		%	2	4.76%		%
TOTAL RESPONSES		%	42	100%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
HISTORY/SOCIAL SCIENCE							
Extremely			%	7	16.67%		%
Very			%	25	59.52%		%
Somewhat			%	6	14.29%		%
Not At All			%	1	2.38%		%
Don't Know/Not Enrolled			%	1	2.38%		%
(Not Answered)			%	2	4.76%		%
TOTAL RESPONSES			%	42	100%		%
SCIENCE							
Extremely			%	6	14.29%		%
Very			%	24	57.14%		%
Somewhat			%	7	16.67%		%
Not At All			%	1	2.38%		%
Don't Know/Not Enrolled			%	1	2.38%		%
(Not Answered)			%	3	7.14%		%
TOTAL RESPONSES			%	42	100%		%
PHYSICAL EDUCATION/HEALTH							
Extremely			%	6	14.29%		%
Very			%	18	42.86%		%
Somewhat			%	7	16.67%		%
Not At All			%	2	4.76%		%
Don't Know/Not Enrolled			%	8	19.05%		%
(Not Answered)			%	1	2.38%		%
TOTAL RESPONSES			%	42	100%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
LIBRARY SERVICES							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
USE OF ART IN THE CURRICULUM							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
GRADE 4-6 INSTRUMENTAL MUSIC							
(Answer only if your child participates in this program.)							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
SPECIAL EDUCATION (Answer only if your child participates in this program.)							
Extremely			%	2	4.76%		%
Very			%	3	7.14%		%
Somewhat			%	2	4.76%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%	5	11.90%		%
(Not Answered)			%	30	71.43%		%
TOTAL RESPONSES			%	42	100%		%
PROGRAM FOR ENGLISH LEARNERS (Answer only if your child participates in this program.)							
Extremely			%	2	4.76%		%
Very			%		%		%
Somewhat			%	1	2.38%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%	5	11.90%		%
(Not Answered)			%	34	80.95%		%
TOTAL RESPONSES			%	42	100%		%
TITLE I PROGRAM (Answer only if your child participates in this program.)							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
GATE (Answer only if your child participates in this program.)						
Extremely		%		%		%
Very		%		%		%
Somewhat		%		%		%
Not At All		%		%		%
Don't Know/Not Enrolled		%		%		%
(Not Answered)		%		%		%
TOTAL RESPONSES		%		%		%
D.A.R.E. (Drug Awareness Resistance Education)						
Extremely		%		%		%
Very		%		%		%
Somewhat		%		%		%
Not At All		%		%		%
Don't Know/Not Enrolled		%		%		%
(Not Answered)		%		%		%
TOTAL RESPONSES		%		%		%
I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.						
Strongly Agree		%	17	30.95%		%
Agree		%	23	59.52%		%
Disagree		%	1	2.38%		%
Strongly Disagree		%	0	0%		%
No Opinion		%	3	7.14%		%
(Not Answered)		%	0	0%		%
TOTAL RESPONSES		%	42	100%		%

		2005-2006		2006-2006		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
I am informed on the NUSD Promotion and Retention Criteria.							
Strongly Agree			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
I receive sufficient information about my child's progress through conferences, teacher contact, weekly folders, report cards and state test results.							
Strongly Agree			%	17	40.48%		%
Agree			%	19	45.24%		%
Disagree			%	2	4.76%		%
Strongly Disagree			%	1	2.38%		%
No Opinion			%	3	7.14%		%
(Not Answered)			%	0	0%		%
TOTAL RESPONSES			%	42	100%		%
I am kept informed about school program and upcoming events.							
Strongly Agree			%	10	23.81%		%
Agree			%	24	57.14%		%
Disagree			%	2	4.76%		%
Strongly Disagree			%	1	2.38%		%
No Opinion			%	5	11.90%		%
(Not Answered)			%	0	0%		%
TOTAL RESPONSES			%	42	100%		%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
The principal of my child's school is available/accessible, returns my calls and answers my questions or concerns.						
Strongly Agree		%	10	23.81%		%
Agree		%	20	47.62%		%
Disagree		%	1	2.38%		%
Strongly Disagree		%	0	0%		%
No Opinion		%	11	26.19%		%
(Not Answered)		%	0	0%		%
TOTAL RESPONSES		%	42	100%		%
My child's teacher is available/accessible, returns my calls and answers my questions or concerns.						
Strongly Agree		%	26	61.90%		%
Agree		%	16	38.10%		%
Disagree		%	0	0%		%
Strongly Disagree		%	0	0%		%
No Opinion		%	0	0%		%
(Not Answered)		%	0	0%		%
TOTAL RESPONSES		%	42	100%		%
My school informs me of opportunities for me to volunteer at school.						
Strongly Agree		%		%		%
Agree		%		%		%
Disagree		%		%		%
Strongly Disagree		%		%		%
No Opinion		%		%		%
(Not Answered)		%		%		%
TOTAL RESPONSES		%		%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
My child's school provides me with information about how I can support my child's learning at home.							
Strongly Agree			%	18	42.86%		%
Agree			%	20	47.62%		%
Disagree			%	2	4.76%		%
Strongly Disagree			%	0	0%		%
No Opinion			%	1	2.38%		%
(Not Answered)			%	1	2.38%		%
TOTAL RESPONSES			%	42	100%		%
I am informed of the NUSD Homework Policy.							
Strongly Agree			%	22	52.38%		%
Agree			%	16	38.10%		%
Disagree			%	1	2.38%		%
Strongly Disagree			%	0	0%		%
No Opinion			%	2	4.76%		%
(Not Answered)			%	1	2.38%		%
TOTAL RESPONSES			%	42	100%		%
The homework assigned to my student is relevant to classroom instruction.							
Strongly Agree			%	23	54.76%		%
Agree			%	17	40.48%		%
Disagree			%	0	0%		%
Strongly Disagree			%	0	0%		%
No Opinion			%	1	2.38%		%
(Not Answered)			%	1	2.38%		%
TOTAL RESPONSES			%	42	100%		%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
My child has access to, and regularly uses, computers and other technology as part of the classroom instructional programs.						
Strongly Agree		%	13	30.95%		%
Agree		%	15	35.71%		%
Disagree		%	5	11.90%		%
Strongly Disagree		%	1	2.38%		%
No Opinion		%	6	14.29%		%
(Not Answered)		%	2	4.76%		%
TOTAL RESPONSES		%	42	100%		%
School Climate: My child's school is a well-maintained facility.						
Strongly Agree		%	16	38.10%		%
Agree		%	23	54.76%		%
Disagree		%	0	0%		%
Strongly Disagree		%	0	0%		%
No Opinion		%	3	7.14%		%
(Not Answered)		%	0	0%		%
TOTAL RESPONSES		%	42	100%		%
School Climate: My child feels safe at school.						
Strongly Agree		%	18	42.86%		%
Agree		%	21	50.00%		%
Disagree		%	1	2.38%		%
Strongly Disagree		%	0	0%		%
No Opinion		%	2	4.76%		%
(Not Answered)		%	0	0%		%
TOTAL RESPONSES		%	42	100%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
School Climate: Students treat my student with respect and kindness.							
Strongly Agree			%	13	30.95%		%
Agree			%	19	45.24%		%
Disagree			%	0	0%		%
Strongly Disagree			%	0	0%		%
No Opinion			%	7	16.67%		%
(Not Answered)			%	3	7.14%		%
TOTAL RESPONSES			%	42	100%		%
School Climate: Teachers and staff treat my student with respect and kindness.							
Strongly Agree			%	22	52.38%		%
Agree			%	19	45.24%		%
Disagree			%	0	0%		%
Strongly Disagree			%	0	0%		%
No Opinion			%	2	4.76%		%
(Not Answered)			%	0	0%		%
TOTAL RESPONSES			%	42	100%		%
School Climate: Behavior standards/discipline are fairly and consistently applied.							
Strongly Agree			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%

Analysis of Demographic and Accountability Summary of Information

Demographic

Description of Data:

Total enrollment by CBEDS for the last four years is approximately 64 students with a 68% decline from the 2004-05 school year to the 2007-08 school year. The Hispanic population continues to be the largest population and has steadily increased over the last four years from 50% in the 2004-05 school year to 71% in the 2007-08 school year. The Hispanic population is followed by White and African American populations respectively. The White population averaged 18% over the last four years and the African American population averaged 11%. The smallest populations are Asian, Filipino and Pacific Islander respectively with small variations of increase or decrease in percentages yearly. At CBEDS calculations for this year, there is a zero percentage population for these ethnicities. The school has met their AYP for the last three years.

The ELL population in 2004-05 was 13% and has decreased to 3% in the 2007-08 school year. Special Education services decreased to 2% in the 2007-08 school year. While the "initially or redesignated fluent" student population increased 19% during this same time frame.

There is no current data on student mobility, however, the average mobility percentage for the previous three years is 61%.

The percentage of teachers that are NCLB compliant has increased from 25.9% in 2005-2006 to 100% in 2007-2008.

Conclusion:

Over the last four years total enrollment (CBEDS) has declined by 68%. The Hispanic population is currently the predominate population and has increased 21% in the last four years. The White and African American populations have fluctuated yearly averaging 18% and 11% respectively. The percentage of ELL students has decreased 10% from the 2004-05 school year, and student mobility remains significant, averaging 61% over the last four years.

Student Achievement Data

Description of Data:

Student Achievement data shows that a large percentage of students tested in all state prescribed areas for 10th and 11th grades are scoring Far Below Basic, Below Basic and Basic. A minimal percentage are if any scoring Proficient or Advanced in all state prescribed testing. The combined percentage score of students scoring at the Proficient and Advanced levels in English Language Arts are:

GRADE 10: 2005 = zero GRADE 11: 2005 = 7%

2006 = 10% 2006 = 7%

2007 = 7% 2007 = 0%

These low proficiency levels are also found in Mathematics and History/Social Science. In World History 0% of students were Proficient or Advanced in all of the school years presented on the data achievement chart. In U.S. History 0% of the students were Proficient or Advanced for the last two school years.

Current CAHSEE data shows that 95.5% of class of 2009 have passed both exit exams.

Conclusion:

The majority of our students are not scoring Basic, Proficient, or Advanced in all tested subjects. The majority are testing Below Basic and Far Below Basic. Other than the CAHSEE passing rate the one highlight while comparing the combined percentage scores of students scoring at the Proficient and Advanced levels was in World History & NCLB Biology. In the 2006-2007 school year there was a 16% increase over the previous two years in World History and a 2% increase in NCLB Biology over the previous year.

Parent Surveys

Description of Data:

Approximately 17% of parent surveys were returned this year which is down from 49% last year. In the Core Academic Areas that have comparable data the parent responses fall favorably in the columns of Very and Extremely, when responding to the question "How effective is the school in meeting the individual needs of your child?" Not one response was categorized in the column "Not At All" for this year.

To the delight of all staff members, the parent responses were favorable in all categories. The combined percentages of parent responses in the columns of Strongly Agree and Agree show an increase in questions pertaining to School Communication. For the last two years being available/accessible is 100%, sufficient information about child's progress up 14%, kept informed about school programs up 19%, the principal being available/accessible up 13%, school provides information about supporting student learning at home up 10%. These percentages are just a sampling of the several areas that show a positive increase response from last year.

Conclusion:

Parent responses were down 32% from last year. There was an increase in favorable responses (combination of Strongly Agree and Agree percentages) for the 07-08 year, on almost every question. The staff believes the improved percentages are a result of their commitment to more frequent and better communication. This was coupled with greater teacher enforcement of the dress code policy and policy use for electronic devices, along with a more consistent teacher and administrative communication program, phone calls, School Newsletters, Parent Newsletters. The addition of counseling services is also believed to be a main contributor to the positive results of the survey.

Although the data suggest favorable responses to the questions asked, there will always be room for improvement and opportunities to build on current success.

Summary Areas Based Upon Analysis of Data

Overall Trends:

The last four years shows that Crossroads students are a highly mobile population (61%) and that Crossroads maintains an average enrollment of 64 students. Over the last four years Total Enrollment (CBEDS) is down 33%.

% of African American is down 4.7%
% of Asian is down 13%
% of Filipino is down 2%
% of Hispanic is up 21%
% of Pacific Islander is the same
% of White is down 5.9%
% of Free/Reduced Lunch is up 12%
% of English Language Learner is down 10%
% of Initially Re-designated Fluent (ELLs) is up 19%
% of Special Education Students is up 2%
% of Classes Taught by NCLB-HQT is currently 100%

As noted by the statistical listing of the last four years, total enrollment is down. The most notable shift in student population is the decrease in the Asian and White population and the increase in the Hispanic population. Other student populations show small percentage shifts up and down for the last four years. The Free/Reduced Lunch and Initially/Re-designated Fluent population show a significant increase.

Student achievement was chronicled on the previous page, summarizing that the greatest percentage of students for the last four years are scoring at the Far Below and Below Basic in all California Standards Test subject areas. The students that are enrolling at Crossroads have a better percentage of passing both exit exams than they do with CST's (State Testing). The percentage of students in the Class of 2009 who are passing both Exit Exams is 95.5%.

Emerging Trends:

Emerging trends are consistent with overall trends. The total enrollment (CBEDS) was down from last year. Shifts in student population parallel that of the overall trends. There is a significant increase in the Free Reduced Lunch population and the Initially/Re-designated, Fluent population. More than half of the students remain mobile, which is consistent with overall trends.

Trends in student achievement also parallel that of overall trends demonstrating that the majority of students score Below Basic, and Far Below Basic in all subjects of the CST. This is consistent with overall trends.

These trends lead to the following conclusions:

Crossroads staff members must address the needs of a mobile student population that demonstrates inconsistent attendance and produces less than desirable CST scores. Staff development will focus on enhancing the understanding and delivery of a standards-based curriculum with continued intervention strategies that will include on line learning opportunities. Diagnostic assessment tools will continue to be utilized.

Although the overall parent survey responses are favorable and there is positive movement in the passage of the CASHEE, there remains a great deal of work to be accomplished. The staff is Highly Qualified. The continued implementation of a standards based curriculum (English and U. S. History for the 07-08 school year) has been advantageous. The continued and expanded use of standards based interventions and supplemental materials and strategies have helped to provide an alternative pathway for students to engage in the learning process. Providing staff development in district adopted curriculum, intervention curriculum, and character education and the continuance of diagnostic assessment tools will be critical for increasing successful academic and character development of our student population.

**Therefore the following goals and objectives are required:
(Begin with objective 1, and continue numbering objectives as needed)**

GOAL:

Increase student achievement in English Language Arts.

Objective 1:

Increase ELA proficiency by 5% as measured on CST for English Language Arts.

GOAL:

Increase student achievement in Mathematics for all learners.

Objective 2:

Increase Mathematics proficiency by 5% as measured on CST.

GOAL:

Promote a more stable student population.

Objective 3:

Reduce mobility rate 4%.

GOAL:

Promote a more stable student population.

Objective 4:

Increase the number of classes taught by Highly Qualified Teachers.

Newark Unified School District District Goals

STUDENT ACHIEVEMENT

- 1a. Ensure academic growth and achievement for all students so that every student makes at least a year's growth each year and every school makes their API growth targets.
- 1b. Ensure improved academic growth and achievement among students in all socio-economic, racial, ethnic and language groups as evidenced by aggregated and disaggregated student gains.
- 1c. Recruit, develop and retain a high quality workforce increasingly reflective of the diversity of our student population, as measured by profiles of district staff, employee certification, staff retention and district recruitment efforts.
- 1d. Ensure an optimal and successful multi-year WASC accreditation.

SAFE AND NURTURING ENVIRONMENT

- 2a. Provide a nurturing educational environment that promotes the social, emotional and physical health of every student as measured by improved student behaviors as evidenced by Federal, State, and Local reports.
- 2b. Provide expanded alternative school opportunities for students who require a different or differentiated learning environment, as measured by referrals and placements.

FINANCIAL STABILITY

- 3a. Balance the budget revenues and expenditures as measured by the Unaudited Actual Budget Report period.
- 3b. Develop a three year business plan that is reflected in the budget. Prioritize funding to ensure success in reaching Goals 1 and 2.

COMMUNICATION

- 4a. All written, verbal and interpersonal communication will be timely, clear, explicit, direct, professional and respectful among all constituents in the district learning community.

Approved by the Board of Education September 14, 2006

**Newark Unified School District
ACTION PLAN
2008-2009**

Crossroads Alternative High School

<u>Goal:</u> Increase student achievement in Reading and English	
<u>Objectives 1:</u> Increase English Language Arts proficiency percentage by 5% as measured on the California Standards Test	
<u>Board/District Goal(s) Addressed in Objective:</u> 1a. Ensure academic growth and achievement for all students so that every student makes at least a year's growth each year and every school makes their API growth targets. 1b. Ensure improved academic growth and achievement among students in all socio-economic, racial, ethnic and language groups as evidenced by aggregated and disaggregated student gains.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Overall and Emerging Trends show low achievement in English Language Arts as measured by California Standards Test.	
<u>Activities to Meet Objective:</u> 1.1. Purchase and implement standards-aligned curriculum that is appropriate for an independent study delivery system, e.g., online instruction. 1.2. Provide staff development to support instructional delivery of standards-aligned, independent study curriculum. 1.3. Continue to incorporate Plato Learning Systems in core curriculum subjects. 1.4. Conduct monthly collaboration meetings by staff on Plato and Ed Performance instructional and intervention use. 1.5. Purchase and implement Scantron diagnostic assessment system. 1.6. Implement and modify instruction based on diagnostic and assessment testing programs. 1.7. Monitor student progress using formative assessment and Ed Performance. 1.8. Provide appropriate individualized instruction and materials for ELL students based on CELDT Level scores through the use of a bilingual aide or EL liaison. 1.9 Implement, if appropriate, a tiered intervention model to increase differentiation before, during and after school. 1.10 Pursue more focused data driven instruction.	<u>Timeline:</u> 8/08 - 6/09
<u>Method/Criteria to evaluate success in meeting the objective:</u> 1.1 Purchase orders 1.2 Dates, topics, number of teachers participating in staff development 1.3 Purchase order, meeting with Technology Department 1.4 Copy of student contracts and Orientation documents 1.5 Purchase order and staff development 1.6 Purchase order and staff development 1.7 Purchase order 1.8 Purchase order	
<u>Funding Source(s):</u> IMFRP/EIA , Other, CAHSEE	
<u>Responsible Staff:</u> District Administration, Principal, Teachers and Academic Coach	

Date Approved by School Site Council May 22, 2008

<u>Goal:</u> Increase student achievement in mathematics for all learners	
<u>Objectives 2:</u> Increase mathematics proficiency percent by 5% as measured on the California Standards Test.	
<u>Board/District Goal(s) Addressed in Objective:</u> 1a. Ensure academic growth and achievement for all students so that every student makes at least a year's growth each year and every school makes their API growth targets. 1b. Ensure improved academic growth and achievement among students in all socio-economic, racial, ethnic and language groups as evidenced by aggregated and disaggregated student gains.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Overall and Emerging Trends show low achievement in mathematics measured by California Standards Testing	
<u>Activities to Meet Objective:</u> 2.1 Implement Scrantron Ed Performance Series Diagnostic Testing and Plato Learning Systems within the curriculum. 2.2 Implement and modify instruction based on diagnostic and assessment testing programs. 2.3 Purchase and implement standards-aligned curriculum that is appropriate for an independent study delivery system, e.g., online instruction. 2.4 Provide staff development to support instructional delivery of standards-aligned, independent study curriculum. 2.5 Conduct monthly collaboration meeting by staff on student progress through assessment and intervention program and strategies. 2.6 Pursue more focused data driven instruction. 2.7 Increase focus on differentiated instruction in ELA and Math. 2.8 Monitor student progress using formative assessment and Ed Performances. 2.9 Implement, if appropriate, a tiered intervention model to increase differentiation before, during and after school. 2.10 Provide appropriate individualized instruction and materials for ELL Students based on CELDT Level scores through the use of a bilingual aide or EL liaison.	<u>Timeline:</u> 08/08 - 06/09
<u>Method/Criteria to evaluate success in meeting the objective:</u> External Entity/District Review, Board Reports, Staff Self Review 2.1 List of competency based class and credits 2.2 Purchase order 2.3 Date, topics and number of teachers participating in Staff Development 2.4 Purchase order 2.5 Copy of student contracts and Orientation documents 2.6 Purchase order and Staff Development 2.7 Purchase order and Staff Development 2.8 Purchase order 2.9 Purchase order	
<u>Funding Source(s):</u> State Intervention Hourly Funds, IMFRP/EIA, CAHSEE Funds	
<u>Responsible Staff:</u> District Administration, Principal, Teachers and Academic Coach	
Date Approved by School Site Council May 22, 2008	

<u>Goal:</u> Promote a more stable student population	
<u>Objectives 3:</u> Reduce student mobility rate by 4%	
Increase the number of classes taught by Highly Qualified Teachers.	
<u>Board/District Goal(s) Addressed in Objective:</u> 2a. Provide a nurturing educational environment that promotes the social, emotional and physical health of every student as measured by improved student behaviors as evidenced by Federal, State and Local reports. 2b. Provide expanded alternative school opportunities for students who require a different or differentiated learning environment, as measured by referrals and placements	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Students have a high mobility rate and attendance percentage is lower than desired	
<u>Activities to Meet Objective:</u> 3.1. Provide an internal "Academic Coach" to meet bi-monthly with staff to facilitate internal review and ensure ongoing support of new programs and practices 3.2. Schedule monthly DSLT meetings to review effectiveness of new curriculum and avenues of district level support, e.g., student placement, student counseling, fiscal support. 3.3 Administer annual parent survey and work with DSLT to develop strategies to address parent concerns. 3.4 Provide staff development on Character Education. 3.5 Continue implementation of Towards No Drug Abuse curriculum. 3.6 Continue to update the staff regarding gang activity through Newark Gang Task Force representative. 3.7 Implement Comprehensive School Site Safety Plan. 3.8 Bridgepoint Counselor will continue to provide Safe and Drug Free School and Gang Awareness Workshops for Parents, Teachers and Students. 3.9 The district's secondary educational gang prevention counselor will work with identified students and their families. 3.10 Create an Anti-Bullying Pledge for Students, Parents and Faculty.	<u>Timeline:</u> 08/08 - 06/09
<u>Method/Criteria to evaluate success in meeting the objective:</u> External Entity/District Review, Board Reports, Staff Self Review	
<u>Funding Source(s):</u> HPSG	
<u>Responsible Staff:</u> Service Provider for Academic Coach, Principal and Teachers	

Date Approved by School Site Council May 22, 2008

**SCHOOL PLAN
BUDGET ALLOCATIONS (StateFunds)**

School Name:

	<i>SI Block Grant</i>	EIA LEP	ELAP	TUPE	GATE	*OTHER FUNDING SOURCE	*OTHER FUNDING SOURCE
	K-6	K-12	K-12	4th-8th	4th-8th	Educational Technology Block Grant	High Priority School Grant
Objective #		1,2	1,2	1,2			1,2,3
Object #		2110	2110	4310			5825, 4310, 5220
		1138	90	128			\$3,000, \$8,908, \$4,500

Objective #							
Object #							

Objective #							
Object #							

Objective #							
Object #							

Objective #							
Object #							

Objective #							
Object #							

Total By Program		\$1138	\$90	\$128			\$16,408
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*IDENTIFY FUNDING SOURCE

(Federal Funds)

	TITLE I	TITLE II PART A	TITLE II PART D	TITLE III	TITLE IV	TITLE V	*OTHER FUNDING
			EETT	LEP	SDFSC	Strategies	SOURCE
	K-12	K-12	K-12	K-12	K-12	K-12	
Objective #				1,2	1&2	1,2	
Object #				2110	4310	4310	
				\$296	\$478	\$262	

Objective #							
Object #							

Objective #							
Object #							

Objective #							
Object #							

Objective #							
Object #							

Objective #							
Object #							

Total By Program				\$296	\$478	\$262	
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*IDENTIFY FUNDING SOURCE

**Summary of Staff Development Areas of Focus
2008-2009**

Overall Primary Focus Area(s): Implement a standards based curriculum in an Independent Study format.

Primary Focus Area: Purchase standards based instructional materials and curriculum.

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Provide staff development to support instructional delivery of standards-aligned, competency-based curriculum.	To meet objectives 1 and 2 of school site action plan.
2. Provide staff development to support understanding of diagnostic assessment tool for providing students with individualized learning strategies	To meet objectives 1 and 2 of school site action plan.
3. Provide monthly collaboration meetings for staff using Data Driven Dialogue methodology to pursue differentiated instruction based on diagnostic and formative assessment information.	
4.	
5.	

Primary Focus Area: Provide a safe and nurturing learning environment.

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Provide staff time to meet with "Academic Coach" to ensure ongoing support of new program.	To meet objective three of school site action plan.
2. Provide staff development training on Character Education.	To meet objective three of school site action plan.
3. Provide release time for counselor to attend Workshops on Bullying & Cyberbullying, Quitting Tobacco, Crisis Response and other appropriate workshops.	To meet objective three of school site action plan.
4. Provide staff a gang awareness update through the Newark Gang Task Force representative.	
5.	

Primary Focus Area:

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1.	
2.	
3.	
4.	
5.	

Newark Unified School District Summary of Centralized Services

Program Common to Most Schools, Including, Title II, Title III, Title IV, Title V

Description of Services

Administration

Provide administrative support of schools:

- Monitoring schools for compliance
- Development and monitoring of budgets
- Allocating funds
- Working with district committees to provide assistance and coordination to school sites
- Participating on county and state committees to support and coordinate school programs (e.g., Goals 2000, Federal and State program networks)
- Implementing District Board Goals

Planning/Evaluation

Provide schools with assistance in the development of schools including:

- Development of instruments and forms
- Processing of surveys and test results
- Interpreting of survey and test results including analysis of standardized testing/content standards
- Reviewing school plans for compliance and quality of program
- Monitoring schools for program effectiveness
- Conducting evaluation of program at the district and school level for effectiveness
- Facilitate personnel assignments for all site level reviews
- Development of district application for funding
- Completion of annual reports

Implementation

- Process all funded personnel
- Monitor and revise all school budgets, plans, and time use of multi-funded personnel
- Provide on-site assistance to schools for implementation of planned activities
- Facilitate committee process /decisions related to annual program proposal guidelines
- Process all proposals

Staff Development

- Coordinate the processing of all travel/conference/materials requests
- Provide training to School Site Council members on roles and responsibilities
- Provide training in CCR and WASC processes and plan development and/or improvement
- Provide curriculum support for schools through on-site visitations and staff development in use of newly adopted instructional materials

Parent Involvement

- Provide parent education training by request
- Provide assistance to sites including parent involvement activities within their school plans and implementation of district parent involvement policy
- Provide District parent surveys, including coordination and reporting

Newark Unified School District Summary of Centralized Services

Title I Centralized Services

Description of Services:

Administration

- Coordinate the delivery of services to students
- Implement Board Goals and guidelines for program compliance as mandated by No Child Left Behind

Planning/Evaluation

- Provide support for development and review of school plans
- Prepare reports
- Provide Title I eligibility list and review/revise criteria as needed
- Conduct periodic review of programs to ensure quality and effectiveness of Title I program

Implementation

- Assist schools in the identification of program participants
- Monitor student attendance and progress in extended day programs (elementary and middle schools)

Staff Development

- Coordinate staff development activities based on district/site needs assessment
- Provide staff training to ensure that teachers and paraprofessionals are No Child Left Behind compliant

Parent Involvement

- Monitor parent compact and parent involvement policies at individual sites

Newark Unified School District Summary of Centralized Services

EIA-ELL Centralized Services

Description of Services

Administration

- Coordinate delivery of services to students
- Develop English Language Learner Master Plan
- Support the implementation of effective ELL (English Language Learner) programs
- Coordinate administration of California English Language Development Test

Planning/Evaluation

- Provide clerical support for compliance and quality of program
- Revise of school and district plans
- Conduct evaluation of programs at the district and school level for effectiveness
- Prepare individual student profiles and required state reporting procedures
- Conduct on-site visitations to review programs and facilitate personnel assignment

Implementation

- Coordinate the delivery of support services for Second Language Learners
- Provide sources for translation as necessary of all required information
- Seek and coordinate additional funds for extended day opportunities
- Monitor equal access to content standards for English learners

Staff Development

- Coordinate staff development days
- Provide staff training on site as required in English Language Development
- Provide ELL education regarding ELD standards and other requirements
- Provide Diversity Training
- Provide curriculum and technical support for classified personnel

Parent Involvement

- Facilitate parent participation in local and state-wide conferences
- Provide assistance and training to English Language Learner Advisory Committees (ELAC) and District English Language Advisory Committee (DELAC)

Appendix

Additional Assessment (if applicable)

- WASC/Focus on Learning
- Site Technology Plan
- Site Homework Policy
- Site Parent Involvement Policy
- Independent Study Master
- HPSG Program
- Parent Survey

**Appendix A
WASC**

Not Applicable

Appendix B Technology Plan

Newark Unified School District

Site Technology Plan

School: Crossroads High School

Current Availability of Technology at the Site:

Crossroads currently has 16 computers for student and staff use. Every classroom has a permanent non-dial-up connection. There are 12 pcs and four workstations in the computer lab.

Current Use of Technology for Learning and Management:

Technology is used for record keeping, grading and instruction.

Use of Technology for Curriculum and Instruction

Goal(s): Increase the number of students utilizing technology as a tool to support all students in meeting, exceeding and demonstrating mastery of state academic content standards.

Benchmarks: By June 30, 2009, 95% of teachers and students will be utilizing technology as a tool to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards.

Implementation of Plan:

- PLATO assessment testing and Scantron Ed Performance Series and Cyber High will be used for Language and Mathematics Placement and Curricular enhancement.
- Online Learning System Programs will be utilized to deliver differentiated instruction to students in order to meet state standards in Mathematics and Language.
- Online Learning Systems Programs will be a supplemental instructional tool in preparation for CAHSEE.

Monitoring and Evaluation Criteria and Process:

- PLATO online standards and curriculum integration solutions will help reduce the achievement gap for all learners.
- CAHSEE results.
- State testing results
-

Teachers' and Administrators' Personal Technology Skills

Goal(s): Teachers and administrator will acquire necessary personal technology competencies.

Benchmarks: By June 30, 2009, 95% of teachers and the administrator will indicate that they are at the Proficient users' skill level in general computer knowledge and skills, Internet, email and presentation software skills.

Implementation Plan:

- Complete personal Technology Assessment for all teachers and administrator.
- Use assessment information to identify individual needs for technology professional growth development.
- Identify individual access to hardware and software (school and home).
- Set up professional technology training dates for 2008-2009, during staff development days.
- Investigate and identify technology sources for professional development.

Monitoring and Evaluation Criteria and Process:

- Annually, staff will review data from teacher Technology Skills Profiles and make adjustments to Site Technology Plan.

Goals for Infrastructure Development and Hardware

- Maintain current computer access ratio for students (1 to 1 in computer lab).

Funding Source to Implement Site Technology Plan

- Title V
- CAHSEE intervention
- HPSG
- Professional Training

Crossroads High School

School Policy for Parent Involvement* in the Education of Their Children

Crossroads High School recognizes that a critical part of effective schooling is parent involvement. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education greatly contributes to positive student achievement and conduct.

1. Families provide the primary educational environment.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement in children's education is more important to student success than family income or education.
4. Parent involvement with the school is most effective when it is supportive, long lasting, and well planned.
5. The benefits of parent involvement for students are not limited to early childhood or the elementary grades; positive benefits continue on through high school.
6. Parents need to be involved in supporting their children's education both at home and in the school, in order to ensure the quality of the schools.

The staff at Crossroads High School believes that the education of its students is a responsibility shared with parents. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Content Standards.

Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping children succeed in school.

Parental involvement, as described in this policy, shall be developed with the assistance of parents, agreed to by parents, incorporated into the school plan, reviewed and updated annually by parents, and made available to the local community.

* = Parent involvement refers to the efforts of any caregiver who has responsibility for caring for a child, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc.

Parental Involvement – General Information

- Crossroads High School provides a Student Orientation meeting for every new and returning student and their parents to explain the program, rules, and responsibilities of the school. They also discuss the student/parent handbook so that both may be familiar with the operation of the school, and students and parents responsibilities. In addition, every November Crossroads has a Back to School Week where students, parents, and teachers meet and discuss their first report card of the year in order to set the student on a positive, successful start to the year.
- During orientation, the teacher explains curriculum, class offerings, and the amount of credits they are expected to earn. Crossroads also sends out a School Newsletter and Parent Newsletter, every quarter to inform parents about school events and new information. For the 2008-2009 school year, Crossroads will send out a survey in September to ask parents what topics they are interested in learning about to better assist their child.
-

Building Parental Involvement

To ensure effective involvement of parents and to support a partnership among the school, parents, and community that will improve student achievement, the **school** shall:

1. Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. The school shall enable parents to gain a better understanding of the following:
 - During student orientation, a Master Agreement is explained and details of subjects, objectives, and assignments are reviewed and signed by all parties. State Content Standards and achievement goals that the students are expected to meet are discussed with the student and their parent.
 - Requirements for grade level promotion, retention and high school graduation are also discussed at Student Orientation.
 - Parents monitor their child's progress, interpret state and local assessment reports, interpret student progress reports, attend New Student Orientation, read information in the quarterly mailer sent home, and participate in Report Card Week in November.
 - Strategies to use at home to support their child's academic achievement will be addressed in a quarterly newsletter.
 -
2. **School staff** shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:
 - Crossroads will mail information related to school and parent programs, meetings, workshops, and other activities in a parent-friendly format and, to the extent required and practical, in a language parents understand.
 - Crossroads will involve parents as decision-makers by including membership on the School Site Council.
 - Crossroads parents will become knowledgeable about parent rights as specific in California statutes through the parent/student handbook
 -
3. To further the goal of effective parent involvement, **school staff** will:
 - Crossroads will work with and support a parent group (such as Student Site Council) for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.
 - Crossroads will involve parents in leadership roles in order to effectively serve on the School Site Council.
 - Crossroads will form alliances with community-based agencies, such as Tri-City Health Center and speakers from the community, to connect families in need of assistance to appropriate services.
 - Crossroads will provide other support and services as required by parents based on parental responses on survey.
 -

Accessibility

The school, to the extent practical, shall provide parents with limited English proficiency, opportunities to fully participate in school-sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in a language (to the extent required and practical) that parents understand.

**Appendix C
Homework Policy**

Not Available

Appendix D
Parent Involvement Policy

Not Available

Appendix E

Independent Study Master

CROSSROADS HIGH SCHOOL

Kurt Carter, Principal
 35753 Cedar Blvd
 Newark CA 94560
 (510) 818-3200
 Fax (510) 818-3255

Independent Study Master Agreement

Student Name:		Contract Term:	
Student No:		Beginning Date:	
Address:		End Date:	
Location:		Year:	
1st Phone No:		2nd Phone No:	
Date of Birth:		Grade Level:	

It is understood that:

Objectives – The student will complete the courses listed below. All course objectives will be consistent with the established district governing board and are consistent with district standards as outlined in the district subject/course descriptions. Assignment and Work Record Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including evaluation of student work and are incorporated herein. The term “course value” (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

Subjects/Courses	Course Value/Credit	Subjects/Courses	Course Value/Credits

Additional Classes: If the student satisfactorily completes all the above subjects/courses before the ending date of the agreement, one or more subjects/courses may be added to the agreement, if the agreement is re-signed and re-dated by the teacher and the student.

Method of study:

Specific methods of study will be designated on the Student assignment and Work Record and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning, Computerized Curriculum, Web/Internet Research, Library Research, Learning Center Courses.

Independent Study Master Agreement

Page 2

Specific Resources:

The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. Assignments and specific resources will be designated on the Assignment and Work Record forms and are incorporated herein.

Method of Evaluation:

Academic evaluations will be designated on the Assignment and Work Record and are incorporated herein. Primary academic evaluations for all core subjects will be based on successful completion of all tests. Other acceptable methods of evaluation include, but are not limited to: Teacher Made Tests, Student Conferences,

Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, CA High School Exit Exam, Learning Journals, Presentations, Quizzes, Labs, Finals.

Students are required to report to their teacher as scheduled:

Manner of Reporting:	One-on-One & Small Group
Time:	
Day:	
Frequency:	Weekly
Weekly Hours:	
Duration:	
Location:	Crossroads

Voluntary Statement:

It is understood that independent study is a continuously voluntary educational alternative and that a classroom option is always available at the student's home district. Instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

Assignments:

According to the district policy for grades 9 through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 15 days, unless an exception is made in accordance with the district policy. After 3 missed assignments, as per board policy, an evaluation will be made to determine whether independent study is an appropriate strategy for this student.

Independent Study Master Agreement

Page 3

Signatures and Dates: I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Student:		Date:	
Parent/Guardian/Caregiver:		Date:	
Supervising Teacher:		Date:	
Other:		Date:	
Other:		Date:	
Other:		Date:	
Other:		Date:	

CROSSROADS HIGH SCHOOL

Kurt Carter, Principal
35753 Cedar Blvd
Newark CA 94560
(510) 818-3200
Fax (510) 818-3255

Independent Study Acknowledgement of Responsibilities

Student Name:		Contract Term:	
Student No:		Beginning Date:	
Address:		End Date:	
Location:		Year:	
1st Phone No:		2nd Phone No:	
Date of Birth:		Grade Level:	

Student's Agreement/Responsibilities

- I voluntarily request participation in this independent study program and have read and understand the terms of the master agreement.
- I will complete all course work outlined in the master agreement, and as assigned to me in the periodic Student Assignment and Work Record.

Parent/Legal Guardian's Agreement

I agree to the above conditions listed under Students Agreement/Responsibilities. I also understand that:

- I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the Independent Study Teacher.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date, I will contact the Independent Study Teacher prior to the due date to make alternative arrangements.
- I understand that it is my responsibility to provide any needed transportation for my child's scheduled meetings at a mutually agreed upon location reflected on the face of the master agreement and that lack of transportation is not an acceptable reason for failing to meet with the Independent Study Teacher. I have the right to appeal any decision about my child's placement in accordance with the schools policies and procedures.

Independent Study Teacher's Agreement

- The Independent Study Teacher will assign a body of work to be completed during the duration of this agreement.
- The Independent Study Teacher will evaluate work in a timely manner.
- The Independent Study Teacher will notify the student and parent/legal guardian of the academic credit granted for the work completed.

Independent Study Acknowledgement of Responsibilities

Page 2

We, the undersigned, understand and voluntarily agree to the terms and conditions of this Independent Study Agreement. Our signatures below indicate that we voluntarily participated in the establishment of these Agreements/Responsibilities and that we understand and accept our responsibility in relation to this document.

Student:		Date:	
-----------------	--	--------------	--

Parent/Guardian/Caregiver:		Date:	
Teacher:		Date:	
Other:		Date:	

Appendix F HPSG Program

Crossroads High School

HPSG Program

Action Plan

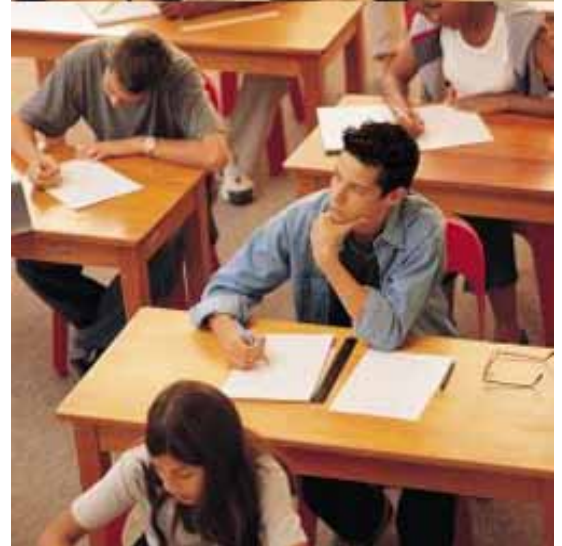
1/10/2007

Prepared by:
Education Consultants, HPSG External Entity

Action Plan

Form A: 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 - Increase literacy achievement for all learners with a specific focus on English Learners				
Participants: Site Staff, EC, SB 472 Provider		Anticipated annual performance growth for each group: See pages 18 - 20 for language arts targets		
Means of evaluating progress toward this goal: External Entity / District Review, Board Reports, Staff Self Review		Group data to be collected to measure academic gains: AYP and API achievement data in language arts by ethnicity and grade level		
Actions to be Taken to Reach This Goal	Start Date/ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
A. Research, select, purchase, and implement standards-aligned, competency-based curriculum that is appropriate for an independent study delivery system, e.g., online instruction	4/07 – 9/07 Identify program 9/07 – 6/08 Implementation	Pilot and purchase appropriate program	\$33,500	IMFRP
B. Provide staff development to support instructional delivery of standards-aligned, competency-based curriculum	8/07 – 6/08	Coaching and participation in district professional development activities	\$10,000	Title II
C. Upgrade computer lab to accommodate online access to standards-aligned curriculum	5/07 – 9/08	Purchase hardware and software	\$20,000	One-time technology block grant; District Measure A funds
D. Increase on-site instructional time requirements	8/07 – 6/08	Re-clustering student	N/A	N/A

School Goal #2 - Increase mathematics achievement for all learners				
Participants: Site Staff, EC, SB 472 Provider, Math Coach		Anticipated annual performance growth for each group: See pages 18 - 20 for mathematics targets		
Means of evaluating progress toward this goal: External Entity / District Review, Board Reports, Staff Self Review		Group data to be collected to measure academic gains: AYP and API achievement data in mathematics by ethnicity and grade level		
Actions to be Taken to Reach This Goal	Start Date/ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
A. Determine and assign differentiated graduation credits for students who meet STAR proficient and advanced performance levels	2/07 – 8/07	Proposed courses of study using Educational Services guidelines	N/A	N/A

B. Determine and assign graduation credit value for completion of competency-based courses in English, mathematics, social studies, and science	2/07 – 8/07	Proposed courses of study using Educational Services guidelines	N/A	N/A
C. Provide intervention assistance, and graduation credits for participation, for students who do not meet proficiency targets	9/07 – 6/08	Prepare individual student graduation plans and provide intervention classes	\$6,600	State Intervention Hourly Funds

School Goal #3 - Expand systems for parent, student, and staff support

Participants: Site Staff, EC, District Office, Parents	Anticipated annual performance growth for each group: 20% increase in parent, teacher, student participation at school events. 20% increase in number of collaboration hours used for instructional planning.
--	---

Means of evaluating progress toward this goal: External Entity / District Review, Board Reports, Staff Self Review, Academic Coach monthly reports	Group data to be collected to measure academic gains: Parent, Teacher, and Student attendance at school events, DVD evaluation tool, CTA classroom evaluation data, Collaboration meeting minutes
--	---

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
A. Provide an external "Academic Coach" to meet bi-monthly with staff to facilitate internal review and ensure ongoing support of new programs and practices	7/07 – 6/08	Contract with Education Consultants for Academic Coach	\$14,400	HPSG
B. Schedule monthly DSLT meetings to review effectiveness of new curriculum and avenues of district level support, e.g., student placement, student counseling, fiscal support	8/07 – 8/08	N/A	N/A	N/A
C. Develop and provide DVD or online orientation, in English and Spanish, for new and returning students inclusive of the following: 1) expectations for student participation 2) parent involvement policy 3) introduction of new curriculum/opportunities for credits aligned to STAR performance 4) promotion of enrollment in competency-based courses	7/07 – 9/07	Contract with Education Consultants to produce new orientation system	\$10,000	HPSG

5) reference to district and community support resources, e.g., counseling, libraries, computer access				
D. Administer annual parental survey and work with DSLT to develop strategies to address parent concerns.	4/07 – 8/07	N/A	N/A	N/A

Action Plan Narrative Crossroads High School

A. Barriers to Student Achievement

The following activities guided the identification of current barriers to student achievement:

- Academic Performance Survey*
- District Assessment Survey*
- External entity interviews with principal and district administration
- Staff surveys*
- Review of student performance data*
- District and School Leadership Team Meetings

* See Audit Summary at end of document.

Four key barriers were identified as follows:

1. **Instructional time/content** –
 - a. The curriculum is not Standards-based.
 - b. Staff has not participated in professional development to support Standards-based instruction.
 - c. Benchmark assessments are insufficient to determine program effectiveness and general student gains.
 - d. Intervention programs and time for instruction is limited.
2. **Student apathy toward academic achievement and STAR results** –
 - a. Students enroll credit deficient.
 - b. Students lack family support for academic effort.
 - c. Incentives for effort and performance on STAR do not exist.
3. **Internal review of program effectiveness** -
 - a. Student performance assessments are teacher-established, specific to each student
 - b. Collaboration among school staff is generally informal, not designed to evaluate program effectiveness
4. **External support** –
 - a. Regular district level oversight and support to the program has been limited.
 - b. Students lack counseling support to deal with emotional, substance-abuse, and/or career issues.
 - c.

B. Audit Process and Findings

The initial APS and DAS audits were conducted in the fall of the 2006. On December 13, 2006, the District and School Leadership Team met with Education Consultants, HPSG external entity, to review the audit results (See Audit Summary) and discuss the barriers to student achievement.

APS FINDINGS

Essential Program Components – Full Implementation (3)

- None

Essential Program Components – Substantial Implementation (2)

1. Fully credentialed, HQT teachers

Essential Program Components – Partial Implementation (1)

1. Master schedule and pacing guides for English
2. Master schedule and pacing guides for Mathematics

3. AB430 Administrative training
4. SB472 Teacher training in English/Language Arts
5. SB472 Teacher training in Mathematics
6. Pacing calendar for Language Arts

Essential Program Components – Minimal or No Evidence of Implementation (0)

1. Standards-aligned core Language Arts curriculum
2. Standards-aligned Reading intervention program
3. Standards-aligned core Mathematics curriculum
4. Assessment and monitoring system for English/Language Arts
5. Assessment and monitoring system for Mathematics
6. Instructional support for teachers in English/Language Arts
7. Instructional support for teachers in Mathematics
8. Teacher collaboration in English/Language Arts
9. Teacher collaboration in Mathematics
10. Intensive English/Language Arts interventions
11. Intensive Mathematics interventions
12. Instructional time in Language Arts
13. Fiscal support for English/Language Arts goals
14. Fiscal support for Mathematics goals
- 15.

C. Analysis of Pupil Academic Performance and Demographic Data

School Enrollment by Ethnicity, 2005/06

American Indian	3.2%
Asian	4.8%
Pacific Islander	1.6%
Filipino	1.6%
Latino	61.9%
African American	14.3%
White	12.7%

Total school enrollment: 67 Students
 Percent of English Learners: 8.9%

Due to Crossroad's small school enrollment, disaggregated pupil achievement data as reported by STAR is limited. Most of the subgroups are not large enough to be considered a numerically significant sub-group. Available school-wide student performance data is reflected below:

Academic Performance Index

2006	2005	'05 – '06 Growth Target	'05 – '06 Growth
567	534	13	33

California Standards Test Scores – 2006

CST English/Language Arts

	Grade 10	Grade 11
Students Tested	21	16
% of Enrollment	100	88.9
Mean Scale Score	292.6	267.6
% Advanced	0	0

% Proficient	10	7
% Basic	38	7
% Below Basic	38	27
% Far Below Basic	14	60

CST Algebra I

	Grade 10	Grade 11
Students Tested	18	16
% of Enrollment	85.7	88.9
Mean Scale Score	267.2	266.3
% Advanced	0	0
% Proficient	0	6
% Basic	11	19
% Below Basic	56	31
% Far Below Basic	33	44

CST World History

	Grade 10
Students Tested	19
% of Enrollment	90.5
Mean Scale Score	279.4
% Advanced	0
% Proficient	0
% Basic	26
% Below Basic	21
% Far Below Basic	53

U.S. History

	Grade 11
Students Tested	13
% of Enrollment	72.2
Mean Scale Score	279.4
% Advanced	0
% Proficient	0
% Basic	17
% Below Basic	42
% Far Below Basic	42

CST Science

	Grade 10
Students Tested	20
% of Enrollment	95.2
Mean Scale Score	293.3
% Advanced	0
% Proficient	5
% Basic	40
% Below Basic	35
% Far Below Basic	20

Conclusions drawn from CST 2006 data:

- There are no students scoring at a proficient level or above in Algebra, World History, and U.S. History.
- A predominant number of student scores are at the basic or below levels in each CST area.
- The average number of students performing at each proficiency level is as follows:
 - Advanced = 0%
 - Proficient = 2.2%
 - Basic = 21.8%
 - Far Below Basic = 43.8%

- Below Basic = 31.2%
-

D. School and LEA Conditions (SARC)

The School Accountability Report Card reports annual student performance according to California and Federal performance standards.

2005 /2006

API	AYP
+ Prior year growth target	+ School-wide participation rate
Subgroups are not significantly numerical for growth targets	Subgroups are not numerically significant for growth targets in English and Mathematics

+ Target met

Goals from the school's Single Plan for Student Achievement (2005 – 2008) are as follows:

Goal #1: Improve individual student achievement as measured on the CST and CAHSEE.

- Objective 1: Increase the percentage of student passage on the CAHSEE by 5%.
- Objective 2: Increase percentage of students scoring Basic or higher on Content Standards Tests in English/Language Arts and Mathematics by 5%.
- Objective 3: Each English Learner will make satisfactory progress toward reclassification as measure on the CELDT.

Goal #2: Hire and retain highly qualified teachers

- Objective 1: Hire or retain current classified and certificated staff that meets NCLB requirements. Certificated staff must be highly qualified in all subject areas and CLAD certified.

Goal #3: Improve home/school communication and involvement

- Objective 1: Increase parent participation and home/school communication by 5%.

The HPSGP Action Plan incorporates the intent and objectives included the Single Plan for Student Achievement (SPSA). The HPSGP plan will supplant the SPSA to provide a clear focus on priorities related to HPSGP audit results and student performance data. Student performance growth targets are addressed in the HPSGP Action Plan - "Anticipated annual performance growth for each group". Methodology for measuring gains is listed under "Group data to be collected to measure academic gains".

E. School and LEA Crime Statistics

The school climate at Crossroads High can be characterized as #####

Student enrollment is currently 67. Crime statistics as reported to CDE is reflected below:

	Number of Expulsions	Number of Suspensions
Physical injury to another person		
Damage to school or private property		
Disruption of school activities or willful defiance		
Stolen property		
Obscene act or vulgarity		
Possession of imitation firearm		
Total Violence/Drug rate:		
Truancy rate (unexcused absences and/or tardies in excess of 30 minutes for more than 3 days) =		
Drop-out Rate =		

Conclusions from crime conditions and student performance data:

Because students receive instruction on an individual basis and they are closely supervised, inappropriate student behaviors are not a barrier to student learning on the school campus. Issues contributing to the high drop-out rate will be addressed through the implementation of student support strategies outlined in Goal #3 of the HPSG Action Plan.

F. Strategies for Improving Pupil Academic Achievement

“The Newark public schools inspire and educate all students to achieve their full potential and be responsible, respectful, and productive citizens.”

This mission statement is supported by the High Priority Action Plan. Objectives in the plan will improve students’ ability to meet California content standards. Annual measurable objectives are linked to the plan and noted in Tables ###.

The HPSG Action Plan outlines strategies to provide greater support systems to students and student learning as follows:

Goal #1 “Standards-aligned, Competency-based Curriculum”

- Competency-based learning opportunities to ensure acquisition of necessary skills
- Standards-based curriculum that improves student preparation for STAR and CAHSEE
- Increased teacher training in standards-based instruction
- Interventions for students who do not score at proficient levels
- Increased time with direct support from school staff
- Technological support, e.g., online learning

Goal #2 “Incentives for Student STAR Performance”

- Incentives for students to acquire necessary skills for increased academic performance
- Incentives for students to select competency-based courses
- Incentives for students to participate in interventions that promote improved achievement

Goal #3 “Expanded Systems of School and Student Support”

- Increased parent involvement requirements
- Identification of district and community resources
- Promotion of competency-based learning opportunities
- Coaching support for increased school effectiveness
- Parent input for improving learning conditions
-

The objectives in the High Priority Action Plan are targeted to improve student achievement. Each objective addresses the barriers to student learning identified in Section A.

Objective	Barrier(s)
▪ Use of standards-aligned, competency-based curriculum	#1 Instructional time/content
▪ Staff development in standards-aligned instruction	#1 Instructional time/content; #3 Review of program effectiveness
▪ Increased accessibility to technology	#1 Instructional time/content; #4 External support
▪ Increased instructional time	#1 Instructional time/content; #4 External support
▪ Incentives for STAR performance	#2 Student apathy; #4 External support
▪ Incentives for completion of competency-based courses	#1 Instructional time/content; #2 Student apathy; #4 External support
▪ Intervention assistance	#1 Instructional time/content; #2 Student apathy; #4 External support
▪ Academic coaching	#3 Review of program effectiveness; #4 External support
▪ Increased DSLT meetings	#2 Student apathy; #3 Review of program effectiveness; #4 External support
▪ DVD/online orientation	#1 Instructional time/content; #2 Student apathy; #4 External support
▪ Parent surveys	#3 Review of program effectiveness

G. Short-term Academic Objectives (Two-Year Period) and H. Academic Growth Targets

Tables 5 and 6 list in the Academic Performance and Demographic data section provide detailed information on the academic growth targets for each significant sub group for 06-07 and for the two year implementation period from 07-08 through 08-09. Table 5 lists the specific growth targets for language arts and Table 6 lists specific growth targets for math. All growth targets meet or exceed the AYP mandated growth targets.

I. Allocation of Resources and School Management

The School Site Implementation Grant Budget Pages identify and coordinates, for maximum effectiveness, a variety of funding resources available to the school site and the LEA for the purposes of implementing the High Priority Action Plan.

Operationally, the school is supported by a principal, resource specialist teacher, school psychologist, and success counselor. Instruction is individualized to student needs an each teacher has a caseload of ###

Centralized services, which does not exceed 15 percent of any categorical program allocation, supports the school with the following:

- A. Technical assistance for fiscal management and compliance
- B. Staff development Buy-Back Days
- C. Compliance reviews of categorical programs
- D. Technical assistance in the development of the Single Plan for Student Achievement
- E. Securing consultants
- F. Professional resource library
- G. Data management and analysis
- H. Student assessment
- I.

The district has implemented a strategic plan to ensure that all teachers are highly qualified. See Section "O", below.

J. Strategies for Improvement Reading and Mathematics Achievement

The objectives outlined in the High Priority Action Plan directly support State guidelines and research-based approaches as outlined by the "Essential Program Components" (APS).

EPC's	HPSGP Objectives
1.1 - 1.3 Standards-aligned Curriculum	1.A Purchase and implementation of standards-aligned curriculum for language arts and mathematics instruction
2.1/2.2 Instructional Time/Access to Preparatory Courses for CAHSEE	1.A Use of standards-aligned, competency-based curriculum 1.D Increased instructional time 2.C Intervention assistance
3.1 Administrative Training	1.B Staff development, new curriculum 3.A Academic coaching
4.2/4.3 Staff Development, Standards-aligned curriculum	1.B Staff development, new curriculum 3.A Academic coaching
5.1/5.2 Assessment and Monitoring Systems	1.B Staff development, new curriculum 3.B Monthly DSLT meetings
6.1/6.2 Content Coaching	1.B Staff development, new curriculum 3.A Academic coaching
7.1/7.2 Collaboration Time	3.A Academic coaching 3.B Monthly DSLT Meetings
8.1/8.2 Interventions for students who are unable to demonstrate proficiency	1.A Competency-based curriculum 2.C Intervention assistance/credit incentives
9.1 General and categorical support	3.Bi-monthly DSLT meetings to determine and designate district support

K. Strategy to Focus on Increasing Pupil Literacy

The HPSG action plan outlines key strategies to promote pupil literacy as follows:

Goal # 1: Standards-aligned, Competency-based Curriculum

Research-based Objective	Rationale	Persons Responsible
A. Selection and implementation of	Instructional time will be more	District administration;

standards-aligned, competency-based curriculum appropriate for independent study, e.g., online instruction	interactive; student performance will be easily tracked to determine levels of proficiency.	principal; teachers; Academic Coach
B. Staff development to support standards-aligned, competency-based instruction	Specific training in new curriculum, assessments, and procedures is necessary for effective implementation of new curriculum. Staff has had minimal exposure to staff development that is standards-based.	District administration; principal; teachers; Academic Coach; professional developers
D. Increased on-site instructional time	The current 90-minute/week on-site instructional time block needs to be increased to provide improved individualized coaching and explicit instruction. Students who are not meeting proficiency targets need time for intervention support.	Principal; teachers

Goal #2: Incentives for Student STAR Performance

Research-based Objective	Rationale	Persons Responsible
A. Graduation credits for proficient and advanced STAR performance	Students do not identify with the value of demonstrating proficiency during STAR testing. Generally, student performance on STAR is not at par with CAHSEE performance.	District administration; principal
B. Graduation credits for completion of competency-based English courses	The existing instructional program does not require levels of competency to accumulate credits. Graduation credits will promote student completion of competency-based courses.	District administration; principal; teachers; students
C. Graduation credits for completion of intervention classes	Graduation credits will promote interest and participation in intervention programs for students who need remedial instruction.	District administration; principal; teachers; students

Goal #3: Expanded systems for School and Student Support

Research-based Objective	Rationale	Persons Responsible
A. Academic Coaching	The Academic Coach will work directly with the principal to monitor the effectiveness of new curriculum and procedures offering support as necessary, e.g., identification of strategies to promote increased student literacy	Service Provider for Academic Coach; principal; teachers
B. Monthly DSLT meetings	Monthly meetings will provide increased district/parent/student involvement monitoring the effectiveness of the instructional program.	DSLTT Members
D. DVD or online orientation	An updated student and parent orientation is needed to highlight the following: <ul style="list-style-type: none"> ▪ Communication to introduce new, and the benefit of completing, coursework designed to 	Service Provider for DVD production and/or online orientation; DSLTT Members

	<p>assist students to improve literacy skills.</p> <ul style="list-style-type: none"> ▪ Introduction of new curriculum and practices included in the HSPG action plan ▪ Promotion of student STAR performance ▪ Increased expectations for parent involvement and support of student learning ▪ Identification of community resources, e.g., libraries, adult education, ESL classes 	
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L. Strategies for Ensuring that Students Receive Effective Instruction

The following strategies are targeted to this purpose:

- Implementation of new curriculum and practices that provide more targeted support to students in acquiring mastery of standards and skills necessary to demonstrate proficiency on STAR and CAHSEE
- Staff training in new curriculum and practices, e.g., assessing student performance and providing interventions for students who need extra support
- Technology-based instructional delivery systems to ensure consistent instruction and provide increased assessments of students' skill levels
- Increased on-site instructional time
- Incentives for students to improve levels of academic proficiency, participate in courses that are competency-based, and participate in remedial courses
- Regular external (Academic Coach) and internal (DSLIT) oversight and support of program effectiveness
- Regular staff collaboration on student performance and program effectiveness
- Parent communication to increase awareness and involvement in student learning
- Parent survey to solicit input relative to program effectiveness

M. Strategies for Staff to Improve Instruction

These are embedded in Section L, above, particularly elements of staff development and collaboration. In addition, staff will be receiving training and feedback from the Academic Coach to promote greater consistency and effectiveness of schoolwide practices. The Academic Coach will also work with the DSLIT to enhance their capacity to identify and implement school improvement efforts.

N. Use of State and Local Assessments to Improve Instruction

The district will continue to use both State (STAR and CAHSEE) and local assessments to improve instruction. For the purposes of this plan, the school will look at the student performance data each year of participation in the High Priority Grant Program. Actual student achievement will be measured against the growth targets listed in Tables 5 and 6. Based upon this data, modifications will be made to the school's Action Plan.

For more frequent monitoring of student performance, the school will utilize the embedded-assessments of new competency-based curriculum. Assessment results will be monitored by the DSLIT and Academic Coach.

O. Attracting, Retraining, and Distributing Highly-Qualified Teachers.

The District is devoted to recruiting, retaining, and distributing highly-qualified teachers among all its school sites. The District participates each year in numerous regional recruitment events for certificated employees, including those held at California State University, East Bay, San Francisco State University, St. Mary's College of Moraga, the University of California at Berkeley, Stanford University, and through the California Association for Educational Employment. School and district administrators from all levels and teacher leaders are encouraged to participate in the recruitment process. The certificated employment application requires that applicants supply information about their credentials, their certification to educate English language Learners, and their status as "highly qualified" to teach within their core area designation under the No Child Left Behind

Act. This information is used to screen applicants into the interview process and assists us in assessing which candidates have greatest promise as employees. In recent years, the District has begun transitioning from a purely traditional, site-based hiring process to a more centralized process in which teams of administrators from multiple sites interview, evaluate, recommend for hire, and centrally place candidates contracted for hire into vacant positions where their skills and qualities best meet the needs of the District. While still evolving, this process promotes uniform quality control across all District sites in certificated employee selection and placement. Finally, employee retention is promoted through such measures as Board-level employee recognition nights for longevity and professional excellence, effective district-level employee communication, quality staff development programs, and maintenance of highly competitive certificated employee compensation.

P. Improving School Culture to Involve Parents

–and–

Q. Actions for Increasing Parent Involvement

The district's "Guide for Parents and Students" (Spanish and English) provides a comprehensive reference to all aspects of district policies and operations including parent rights and responsibilities. Adult learning opportunities are offered through the district adult education program and local community colleges (i.e., Ohlone and Chabot). Significant school communication is regularly translated to Spanish. To improve school/home communication, in particular for non-literate parents, the school will use a professionally developed DVD and/or online orientation format at the beginning of each school year and during the enrollment of new students.

The school formally informed parents of the High Priority Program involvement and suggested specific actions that they could take to support school improvement efforts. Action Plan objectives are targeted to promote increased parent involvement as follows:

- Monthly DSLT meetings to provide increased opportunities for parent communication and involvement in school oversight and HPSG monitoring
- DVD or online student and parent orientation to provide increased clarity and consistency of communication. Content of the orientation will inform and invite greater parent involvement.
- Parent communication relative to district and community resources
- Parent surveys to solicit input for improved student learning conditions and school operations.

R. Resources to Provide Effective Learning Environment

The process for identifying HPSG goals and actions carefully addressed the following:

- Barriers to Student Achievement - Sections "A" and "F"
- Analysis of Student Performance Data - Section "C"
- Implementation of "Essential Program Components" (APS) - Section "J"
- Research-based Objectives - Section "K"
- Parent Involvement and Support - Sections "P" and "Q"
- Consideration of unique students needs and available learning tools – Competency-based courses; online learning opportunities; DVD/online program orientation

The "School Site Implementation Grant Budget Pages" clearly outline a budget and the Action Plan establishes timelines to ensure that all instructional staff will participate in the appropriate professional development for standards-based instruction prior to the second implementation year of the HPSGP.

The district is committed to providing the necessary funding to support standards-based instruction and time necessary for district level personnel to participate in monthly DSLT meetings. The "Academic Coach" will provide frequent and ongoing support to HPSG activities and all school improvement efforts. The academic Education Consultants is committed to multi-year support and monitoring to assist Crossroad in reaching all identified HPSG targets.

S. Process for Monitoring Implementation of School Action Plan

The following strategies will be utilized to ensure that school improvement goals are accomplished.

1. Academic Coaching

Education Consultants, or district-selected service provider, will assign an experienced Academic Coach to work directly with the school principal to ensure frequent and regular reviews of the High Priority Action Plan goals and objectives. Elements of Academic Coaching include:

- Bi-monthly school visitations
- Instructional observations with a focus on effective implementation of new curriculum and practices
- Monthly reports and direct communication with all instructional personnel, district administration, and Education Consultants Leads
- Analysis of curriculum-embedded assessments and alignment of instructional practice
- Coaching support to the school staff to strengthen their role in leading systemic school improvement efforts
- Ancillary support to school principal

2. High Priority Action Plan monitoring by Education Consultants

Lead consultants will provide ongoing, regular reviews of the implementation of the Action Plan. This includes reviews of Academic Coaching activities, student performance data, DSLT meeting minutes, and district support to the school. In addition, a web-based Action Plan monitoring system will be used to track the level of implementation and

provide feedback to the DSLT. Leads will communicate directly with district administration and provide annual reports to the district's governing board. Annual HPSGP reports will be compiled and submitted to CDE prior to the November 30 deadline.

3. District Support

The district actively participates in and supports the High Priority Program process. The Associate Superintendent, two district level coordinators have participated in the audit and planning process.

The district will also monitor and support implementation of the Action Plan as follows:

- Direct oversight of the Action Plan budget and expenditures
- Facilitation and monitoring of staff participation in standards-aligned staff development – Language Arts and Mathematics
- Designated district level participation in monthly DSLT meetings
- Selection and implementation support for new English and Mathematics curriculum
- Leadership and support in assigning credit values to new courses, student STAR performance
- Technical assistance and review of benchmark assessments, CAHSEE, STAR, and CELDT testing.
- Ongoing meetings with Education Consultants Leads
- Review and support in modifying the HPSG Action Plan as needed

T. DSLT Functions, Membership, Schedule, Communication

The District and School Leadership Team is comprised of the district's Associate Superintendent for Educational Services, the superintendent, Coordinator of Special Projects and Categorical Programs, Coordinator of Instructional Programs and Staff Development, Crossroad's principal, teachers, administrative assistant, and parent and student representatives.

The following outlines meetings with DSLT representatives and Education Consultants:

December 13, 2006	APS Audit Update/HPSGP Initial Planning
December 18, 2006	HPSGP Plan Development
January 8, 2006	HPSG Plan Development
January 10, 2006	HPSG Plan Edits

As the external entity in support of the district's Program Improvement status, Education Consultants has worked directly with designated district representatives and school staff in planning the strategic elements of the HPSGP Action Plan. Goals for the plan were developed based on audit results, communication with the DSLT, the school's existing Single Plan for Student Achievement, and the district's goals relative to Program Improvement (NCLB).

Education Consultants will formally meet with the DSLT three times each year as follows:

- February 2007
- May 2007
- September 2007
- January 2008
- March 2008

In addition, communication among DSLT members and Education Consultants will occur via a Listserv and the Academic Coach liaison. Communication relative to DSLT activities and HPSGP progress will take place through formal reports to the district's governing board

Appendix G Parent Survey

Crossroads Parent Survey Results

How effective is this school in meeting the individual needs of your child in the following academic areas?

	2006-2007		2007-2008		2008-2009	
	Count	Percent	Count	Percent	Count	Percent
READING						
Extremely	9	21.43%	2	33.33%		
Very	24	57.14%	3	50.00%		
Somewhat	7	16.67%	1	16.67%		
Not At All	1	2.38%	0	0%		
Don't Know/Not Enrolled (Not Answered)	0 3	0% 7.14%	0 0	0% 0%		
TOTAL RESPONSES	42	100%	6	100%		
WRITING						
Extremely	9	21.43%	2	33.33%		
Very	22	52.38%	3	50.00%		
Somewhat	7	16.67%	1	16.67%		
Not At All	1	2.38%	0	0%		
Don't Know/Not Enrolled (Not Answered)	0 3	0% 7.14%	0 0	0% 0%		
TOTAL RESPONSES	42	100%	6	100%		
MATHEMATICS						
Extremely	7	16.67%	2	33.33%		
Very	21	50.00%	3	50.00%		
Somewhat	7	16.67%	1	16.67%		
Not At All	2	4.76%	0	0%		
Don't Know/Not Enrolled (Not Answered)	3 2	7.14% 4.76%	0 0	0% 0%		
TOTAL RESPONSES	42	100%	6	100%		
HISTORY/SOCIAL SCIENCE						
Extremely	7	16.67%	4	66.67%		
Very	25	59.52%	1	16.67%		
Somewhat	6	14.29%	1	16.67%		
Not At All	1	2.38%	0	0%		
Don't Know/Not Enrolled (Not Answered)	1 2	2.38% 4.76%	0 0	0% 0%		
TOTAL RESPONSES	42	100%	6	100%		
SCIENCE						
Extremely	6	14.29%	3	50.00%		
Very	24	57.14%	1	16.67%		
Somewhat	7	17.67%	1	16.67%		
Not At All	1	2.38%	0	0%		
Don't know/Not enrolled (Not Answered)	1 3	2.38% 7.14%	1 0	16.67% 0%		
TOTAL RESPONSES	42	100%	6	100%		
HEALTH/State Requirements						
Extremely	6	14.29%	4	66.67%		
Very	18	42.86%	0	0%		
Somewhat	7	16.67%	1	16.67%		
Not At All	2	4.76%	0	0%		
Don't know/Not enrolled (Not Answered)	8 1	19.05% 2.38%	1 0	16.67% 0%		

TOTAL RESPONSES	42	100%	6	100%
DRAWING				
Extremely	8	19.05%	2	33.33%
Very	12	28.57%	2	33.33%
Somewhat	11	26.19%	1	16.67%
Not At All	1	2.38%	0	0%
Don't Know/Not Enrolled (Not Answered)	7 3	16.67% 7.14%	1 0	16.67% 0%

TOTAL RESPONSES	42	100%	6	100%
SPECIAL EDUCATION				
Extremely	2	4.76%	0	0%
Very	3	7.14%	0	0%
Somewhat	2	4.76%	1	16.67%
Not At All	0	0%	0	0%
Don't Know/Not Enrolled (Not Answered)	5 30	11.90% 71.43%	1 4	16.67% 66.67%

	2006-2007		2007-2008		2008-2009	
	Count	Percent	Count	Percent	Count	Percent
PROGRAM FOR ENGLISH LEARNERS						
(Answer only if your child participates in this program.)						
Extremely	2	4.76%	0	0%		
Very	0	0%	0	0%		
Somewhat	1	2.38%	0	0%		
Not At All	0	0%	0	0%		
Don't know/Not enrolled (Not Answered)	5 34	11.90% 80.95%	1 5	16.67% 83.33%		

I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.						
Strongly Agree	13	30.95%	2	33.33%		
Agree	25	59.52%	4	66.67%		
Disagree	1	2.38%	0	0%		
Strongly Disagree	0	0%	0	0%		
No Opinion (Not Answered)	3 0	7.14% 0%	0 0	0% 0%		

I am informed of the Crossroads graduation Criteria.						
Strongly Agree	17	40.48%	4	66.67%		
Agree	23	54.76%	2	33.33%		
Disagree	0	0%	0	0%		
Strongly Disagree	0	0%	0	0%		
No Opinion (Not Answered)	1 1	2.38% 2.38%	0 0	0% 0%		

I receive sufficient information about my child's progress through conferences, teacher contact, weekly folders, report cards and state test results.						
Strongly Agree	17	40.48%	4	66.67%		
Agree	19	45.24%	2	33.33%		
Disagree	2	4.76%	0	0%		
Strongly Disagree	1	2.38%	0	0%		
No Opinion (Not Answered)	3 0	7.14% 0%	0 0	0% 0%		

TOTAL RESPONSES

42 100%

6 100%

	2006-2007		2007-2008		2008-2009	
	Count	Percent	Count	Percent	Count	Percent
I am kept informed about school program and upcoming events.						
Strongly Agree	10	23.81%	4	66.67%		
Agree	24	57.14%	2	33.33%		
Disagree	2	4.76%	0	0%		
Strongly Disagree	1	2.38%	0	0%		
No Opinion	5	11.90%	0	0%		
(Not Answered)	0	0%	0	0%		
TOTAL RESPONSES	42	100%	6	100%		

The principal of my child's school is available/accessible, returns my calls and answers my questions or concerns.

Strongly Agree	10	23.81%	3	50.00%
Agree	20	47.62%	2	33.33%
Disagree	1	2.38%	0	0%
Strongly Disagree	0	0%	0	0%
No Opinion	11	26.19%	1	16.67%
(Not Answered)	0	0%	0	0%
TOTAL RESPONSES	42	100%	6	100%

My child's teacher is available/accessible, returns my calls and answers my questions or concerns.

Strongly Agree	26	61.90%	3	50.00%
Agree	16	38.10%	2	33.33%
Disagree	0	0%	0	0%
Strongly Disagree	0	0%	0	0%
No Opinion	0	0%	0	0%
(Not Answered)	0	0%	1	16.67%
TOTAL RESPONSES	42	100%	6	100%

My child's school provides me with information about how I can support my child's learning at home.

Strongly Agree	18	42.86%	5	83.33%
Agree	20	47.62%	1	16.67%
Disagree	2	4.76%	0	0%
Strongly Disagree	0	0%	0	0%
No Opinion	1	2.38%	0	0%
(Not Answered)	1	2.38%	0	0%
TOTAL RESPONSES	42	100%	6	100%

	2006-2007		2007-2008		2008-2009	
	Count	Percent	Count	Percent	Count	Percent
I am informed of the Crossroads Homework Policy.						
Strongly Agree	22	52.38%	4	66.67%		
Agree	16	38.10%	2	33.33%		
Disagree	1	2.38%	0	0%		
Strongly Disagree	0	0%	0	0%		
No Opinion	2	4.76%	0	0%		
(Not Answered)	1	2.38%	0	0%		
TOTAL RESPONSES	42	100%	6	100%		
The homework assigned to my student is relevant to independent study.						
Strongly Agree	23	54.76%	5	83.33%		
Agree	17	40.48%	0	0%		
Disagree	0	0%	0	0%		
Strongly Disagree	0	0%	0	0%		
No Opinion	1	2.38%	1	16.67%		
(Not Answered)	1	2.38%	0	0%		
TOTAL RESPONSES	42	100%	6	100%		
My child has access to, and regularly uses, computers and other technology as part of the classroom instructional programs.						
Strongly Agree	13	30.95%	4	66/67%		
Agree	15	35.71%	2	33.33%		
Disagree	5	11.90%	0	0%		
Strongly Disagree	1	2.38%	0	0%		
No Opinion	6	14.29%	0	0%		
(Not Answered)	2	4.76%	0	0%		
TOTAL RESPONSES	42	100%	6	100%		
My child is self-motivated and completes work on time.						
Strongly Agree	17	40.48%	4	66.67%		
Agree	14	33.33%	2	33.33%		
Disagree	6	14.29%	0	0%		
Strongly Disagree	1	2.38%	0	0%		
NO Opinion	3	7.14%	0	0%		
(Not Answered)	1	2.38%	0	0%		
TOTAL RESPONSES	42	100%	6	100%		

	2006-2007		2007-2008		2008-2009	
	Count	Percent	Count	Percent	Count	Percent
My child has access to and regularly uses computers at home.						
Strongly Agree	14	33.33%	5	83.33%		
Agree	11	26.19%	0	0%		
Disagree	10	23.81%	1	16.67%		
Strongly Disagree	2	4.76%	0	0%		
No Opinion	4	9.52%	0	0%		
(Not Answered)	1	2.38%	0	0%		
	42	100%	6	100%		

School Climate: My child's classroom is a well-maintained facility.

Strongly Agree	16	38.10%	4	66.67%
Agree	23	54.76%	1	16.67%
Disagree	0	0%	0	0%
Strongly Disagree	0	0%	0	0%
No Opinion	3	7.14%	1	16.67%
(Not Answered)	0	0%	0	0%
TOTAL RESPONSES	42	100%	6	100%

School Climate: My child feels safe at school.

Strongly Agree	18	42.86%	5	83.33%
Agree	21	50.00%	0	0%
Disagree	1	2.38%	0	0%
Strongly Disagree	0	0%	0	0%
No Opinion	2	4.76%	1	16.67%
(Not Answered)	0	0%	0	0%
TOTAL RESPONSES	42	100%	6	100%

School Climate: Students treat my student with respect and kindness.

Strongly Agree	13	30.95%	2	33.33%
Agree	19	45.24%	1	16.67%
Disagree	0	0%	0	0%
Strongly Disagree	0	0%	0	0%
No Opinion	7	16.67%	3	50.00%
(Not Answered)	3	7.14%	0	0%
TOTAL RESPONSES	42	100%	6	100%

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
School Climate: Teachers and staff treat my student with respect and kindness.						
Strongly Agree	22	52.38%	5	83.33%		
Agree	19	45.24%	0	0%		
Disagree	0	0%	0	0%		
Strongly Disagree	0	0%	0	0%		
No Opinion	1	2.38%	1	16.67%		
(Not Answered)	0	0%	0	0%		
TOTAL RESPONSES	42	100%	6	100%		

I understand the behavior standards for Crossroads High School.

Strongly Agree	19	45.24%	4	66.67%
Agree	20	47.62%	2	33.33%
Disagree	0	0%	0	0%
Strongly Disagree	0	0%	0	0%
No Opinion	3	7.14%	0	0%
(Not Answered)	0	0%	0	0%
TOTAL RESPONSES	42	100%	6	100%

I understand the dress code for Crossroads High School

Strongly Agree	19	45.24%	4	66.67%
Agree	17	40.48%	1	16.67%
Disagree	0	0%	0	0%
Strongly Disagree	0	0%	0	0%
No Opinion	5	11.90%	1	16.67%
(Not Answered)	1	2.38%	0	0%
TOTAL RESPONSES	42	100%	6	100%

I am informed of opportunities to attend school activities, ie Back to School Night and School Site Council meetings.

Strongly Agree	13	30.95%	1	16.67%
Agree	16	38.10%	2	33.33%
Disagree	7	16.67%	1	16.67%
Strongly Disagree	0	0%	0	0%
No Opinion	6	14.29%	1	16.67%
(Not Answered)	0	0%	0	0%
TOTAL RESPONSES	42	100%	6	100%