

**Educating for Democracy:
The California Campaign for the Civic Mission of Schools
School Plan Summary, 2004-2005
Pinole Valley High School**

Part I. For each of the major components/activities of your plan: (Please copy this sheet as many times as needed)

1. A. CMS promising approach(es) addressed by this component:

Rec. 1 Classroom Instruction in Social Studies

Rec. 2: Current Events

Rec 4: Extra Curricular Activities

Rec. 5: Simulations

B. Activity/program/strategy you will implement to address the promising approach(es):(brief description)

Supporting outreach and promotion of **Forensics Club** so that they can continue to expand membership. Also, supporting the teacher in developing a **Debate Class**.

C. What student civic competencies (knowledge, skills, dispositions) do you expect to impact?

Students gain civic and political skills of understanding and analyzing current events and public speaking; participation in simulations such as Student Congress, which simulates actual congressional proceedings, gives students a deeper understanding of how congress works. Bringing in community members and organizations to be partners in the club, helps students learn community participation and the values of civic participation.

D. Where are you in the implementation of this component? (timeline)

The Club already exists; it has been expanding it's membership and has been very active. They are in the planning stages for developing a website and other promotional activities so as to increase membership further. They are also in the planning stages for developing a new course.

2. A. CMS promising approach(es) addressed by this component:

Rec. 2: Discussion of Current Events

Rec. 4: Extra-Curricular Activities

B. Activity/program/strategy you will implement to address the promising approach(es): (brief description)

Seeding the development of one dimension of the **Music Club, that will focus on music that strives to send political messages and make political change.** Club will have speakers; listen to and analyze music with political and social messages from around the world.

C. What student civic competencies (knowledge, skills, dispositions) do you expect to impact?

This student initiated club will teach students how to organize themselves and participate in the school and broader community, as they organize events. This grant supports one aspect of the club through which they'll learn about different countries and political movements, and will learn to discuss political issues, and handle controversy.

D. Where are you in the implementation of this component? (timeline)

The club has started and been given a mini-grant –and have had one political music event this year, a screening of *Inventos: Hip Hop Cubano*. The club will meet next year to continue to plan activities; build their library; and develop their skills in leading balanced discussions of controversial topics.

3. CMS promising approach(es) addressed by this component:

Rec. 1: Classroom Instruction in Social Studies

B. Activity/program/strategy you will implement to address the promising approach(es): (brief description)

The school has received a **School Safety** grant, to address serious safety issues at the school. CMS effort at the school will support the social studies, and other teachers having specific curricula dealing with school safety issues next year.

C. What student civic competencies (knowledge, skills, dispositions) do you expect to impact?

Increasing students' understanding of how a community works; rules and laws; role of the police and the courts; and how they can participate as positive members.

D. Where are you in the implementation of this component? (timeline)

Spring: Hiring a school resource officer; Summer: Researching and selecting curricula; Fall: Training in curricula; Winter-Spring: Implementation

4. A. CMS promising approach(es) addressed by this component:

5: Student Voice in Governance

B. Activity/program/strategy you will implement to address the promising approach(es): (brief description)

School wants to **revamp Leadership Class/Student Council** so students have more decision making on important school matters at the school, such as school safety. Student Ambassadors and Conflict Mediation can be tied into this effort.

C. What student civic competencies (knowledge, skills, dispositions) do you expect to impact?

Want to develop more student "ownership" of the school; feel and see that they can make positive change in the school; understand the political process

D. Where are you in the implementation of this component? (timeline)

Spring and Summer: Principal and VP in agreement about change in direction of Leadership; in a search for new Leadership Teacher; reviewing Project 540 materials

5. **A. CMS promising approach(es) addressed by this component:**

Rec. 3: Service-Learning

B. Activity/program/strategy you will implement to address the promising approach(es): (brief description)

School district has new **Service-Learning requirement** for students in 2008 class. CMS is supporting the teachers in developing high quality service-learning that incorporates civic education.

C. What student civic competencies (knowledge, skills, dispositions) do you expect to impact?

Not yet clear.

E. Where are you in the implementation of this component? (timeline)

Spring: Bring together teachers who have been through Evan Goldberg's Service-Learning Training (and are therefore certified) to discuss what they are planning to do and how CMS can support them. Summer and 2005-06 school year: Develop a mutually agreed upon support system in place for service-learning teachers.

Part II. Consider the school plan as a whole:

A. To what extent are the activities in your plan sustainable at your school?

All activities are sustainable at the school, as long as staff can be found to sponsor the clubs and Leadership class, and as long as a district policy remains the same.

B. How many students and teachers will your plan impact?

Students: 1735 (eventually all) Teachers: at least 15

Is your plan designed to impact any other groups? (parents, community, etc.) If so, please describe.

Parents – will be informed and brought in as resources as appropriate with the safety curricula – through the Safety Committee; Community members will be connected through service-learning as well as through the clubs.

C. In what ways could this plan be a potential model for other schools in your district? In the state? This isn't clear yet.

D. Budget for funds being used from Educating for Democracy Campaign:

	Description – how does this support the plan?	Number	Cost Per	Total Cost
Personnel	Music Club sponsor	1		\$500
	Forensics outreach staffing	1		\$500
	Service-Learning Planning	7		\$2100
Materials and Supplies	Music Supplies			\$1000
	Forensics outreach materials			\$1000
	Safety Curriculum Materials			--
	Leadership Materials			---
	Service-Learning Materials			\$1200
	Current Events Subscriptions			\$100
Travel	Safety Curriculum Trainer	2	\$300	\$600
	Leadership/540 Training	2	\$300	\$600
Total	Note: Approx. \$2400 was spent on planning			\$7600

Please describe any in-kind or other funds being used to support the plan:

Leadership Materials will be donated by CRF (extra copies of 540 materials); Safety Curriculum materials can be purchased with School's Safety grant.