(CDE use only)

Application #	

No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement

mail original* and two copies to: **California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

(*subsequent amendments are approved by local board and kept on file; do not submit to CDE)

SSD Plan Information:

Name of Local Educational Agency (LEA): Bonny Doon Union Elementary School District
County/District Code: 44-69732

Dates of Plan Duration (should be five-year plan): July 1, 2008-June 30, 2013

Date of Local Governing Board Approval: November 12, 2004

District Superintendent: Stephanie A. Siddens

Address: 1492 Pine Flat Road

City: Santa Cruz   Zip code: 95060

Phone: 831-427-2300   Fax: 831.429.6205

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Stephanie A. Siddens

Printed or typed name of Superintendent	Date	Signature of Superintendent

Mark Senko

Printed or typed name of Board President	Date	Signature of Board President

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Background

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Background

The *No Child Left Behind (NCLB) Act of 2001* embodies four key principles:

- stronger accountability for results;

- greater flexibility and local control for states, school districts, and schools in the use of federal funds;

- enhanced parental choice for parents of children from disadvantaged backgrounds; and

- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at http://www.cde.ca.gov/nclb/fr/.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**

2. **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

3. **By 2005-06, all students will be taught by highly qualified teachers.**

4. **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

5. **All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (ED). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for federal accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards

- standards-aligned instructional materials

- standards-based professional development

- standards-aligned assessment

- an accountability structure that measures school effectiveness in light of student achievement

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, the single **plan for student achievement**, **local educational agency (LEA) plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEAs, while continuing to fulfill all requirements outlined in state and federal law**.

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The ConApp is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the ConApp to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the ConApp is submitted in the fall of each year. It contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Local Educational Agency Plan (LEA) Plan

The approval of the LEA Plan by the local school board and the State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental educational services, services to homeless students, and other services as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEAs schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (SPSA)* (*Education Code* Section 64001), developed by school site councils with the advice of any applicable school advisory committees. LEAs allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/ Parental Choice). LEAs may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

Role of School Site Council

The California *Education Code (EC)*[1] requires the school site council to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention[2] and School and Library Improvement Block Grant programs[3] operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

Composition of School Site Council

Composition of the school site council is specified in the California *Education Code* as follows:

- The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;[4] parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.

- **At the elementary level,** the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.

- **At the secondary level,** the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students.

- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

Categorical Program Monitoring (CPM)

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[1] *EC* Section 64001(a), (d)

[2] *EC* Section 41507

[3] *EC* Section 41572

[4] For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Through CPM, the state monitors one-fourth of all school districts each year. Monitoring visits are conducted by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify *compliance* with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the Single School District (SSD) Plan

LEAs must develop a single, coordinated, and comprehensive plan that describes the educational services for all students that can be used to guide implementation of federal- and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. ***The Plan should be periodically reviewed and updated as needed, but at least once each year.***

This SSD Plan template is an effort to further align and streamline the planning requirements for single school districts, which includes direct-funded charter schools. This document incorporates the required elements of both the SPSA and the LEA Plan. Use of this template meets all state and federal requirements for plans for categorical programs. More detailed information regarding the SPSA can be found at http://www.cde.ca.gov/nclb/sr/le/singleplan.asp. The complete guide and template for the LEA Plan can be found at http://www.cde.ca.gov/nclb/sr/le/.

In developing the SSD Plan, the SSD will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the SSD will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The SSD is expected to gather and review information from these resources and use it to inform the planning process.**

The SSD Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this Plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **State and federal laws require that school site administrators, teachers, and parents from the SSD**

(which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the SSD Plan.

The SSD Plan can be completed through the use of a single template following the six steps outlined below. Because the SSD Plan combines the LEA Plan with the SPSA, it becomes the responsibility of the school site council to develop, approve and recommend the SSD Plan to the local governing board for approval.

Step One: Measure the Effectiveness of Current Improvement Strategies

<u>Analyze Student Performance</u>

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - http://www.cde.ca.gov/ta/ac/ap

- Standardized Testing and Reporting (STAR) data - http://www.cde.ca.gov/ta/tg/sr

- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - http://www.cde.ca.gov/sp/el/t3/acct.asp

- Adequate Yearly Progress (AYP) Reports – http://www.cde.ca.gov/ta/ac/ay

<u>Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement</u>

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components (not required for single school districts)
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components

- Least Restrictive Environment Assessment – examines educational practices for students with disabilities

- English Learner Subgroup Self Assessment (ELSSA) – designed to improve outcomes for English learners

These tools can be found under Improvement Tools in the Virtual Library on the CDE web site at http://www.cde.ca.gov/ta/lp/vl/improvtools.asp.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

The school site council must seek the input of teachers, administrators, councils, committees, parents, and community members (e.g., school health council, committees for Limited English Proficient students, state compensatory education, gifted and talented education, special education, etc.). The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For all categorical programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at http://www.cde.ca.gov. The Con App provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part A; Title VI, subpart 2 (Rural Low-Income); School Safety and Violence Prevention; Cal-SAFE; Peer Assistance Review; Tobacco-Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

Step Five: Local Governing Board Approval

The SSD Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. The SSD Plan must be reviewed and updated annually, and all subsequent amendments should be approved by the local governing board and kept on file with the original SSD Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are ***not*** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practices? b) How educationally sound is the Plan to help reach the targets? c) How timely and effectively is the Plan being implemented? d) If the Plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

PLANNING CHECKLIST
FOR SSD PLAN DEVELOPMENT
(Optional)

✓	SSD Plan – Comprehensive Planning Process Steps
	1. Measure effectiveness of current improvement strategies
	1. Seek input from staff, advisory committees, and community members
	1. Develop or revise performance goals
	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	5. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the "other" category, list any additional programs that are reflected in this Plan.

	Federal Programs		State Programs
X	Title I, Part A	X	Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent	X	School and Library Improvement Block Grant
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient	X	Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
X	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
X	*Individuals with Disabilities Education Act* (IDEA), Special Education		English Language Acquisition Program
	21st Century Community Learning Centers		Community Based English Tutoring
X	Other (describe): Small Rural School Achievement Grant (REAP)	X	Art/Music Block Grant
	Other (describe):		School Gardens
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS*

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	0	$32,000	$32,000	100%
Title I, Part B, Even Start	N/A	N/A	N/A	N/A
Title I, Part C, Migrant Education	N/A	N/A	N/A	N/A
Title I, Part D, Neglected/Delinquent	N/A	N/A	N/A	N/A
Title II Part A, Subpart 2, Improving Teacher Quality	$9,644	$10,102	$4,800	50%
Title II, Part D, Enhancing Education Through Technology	N/A	N/A	N/A	N/A
Title III, Limited English Proficient	N/A	N/A	N/A	N/A
Title III, Immigrants	N/A	N/A	N/A	N/A
Title IV, Part A, Safe and Drug-free Schools and Communities	N/A	N/A	N/A	N/A
Title V, Part A, Innovative Programs – Parental Choice	N/A	N/A	N/A	N/A
Adult Education	N/A	N/A	N/A	N/A
Career Technical Education	N/A	N/A	N/A	N/A
McKinney-Vento Homeless Education	N/A	N/A	N/A	N/A
IDEA, Special Education	0	$13,660	$13,660	100%
21st Century Community Learning Centers	0	0	0	0
Other (describe)				
TOTAL	$9,644	$55,762.00	$50,460.00	

*Estimated Allocation-based on 2007-08

DISTRICT BUDGET FOR STATE PROGRAMS*

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	0	0	0
EIA – Limited English Proficient	0	0	0	0
School and Library Improvement Block Grant	0	$28,585	$28,585	100%
After School Education and Safety Program	0	0	0	0
Child Development Programs	0	0	0	0
Educational Equity	0	0	0	0
Gifted and Talented Education	$14,716	$9,668	$17,521	100%
Tobacco Use Prevention Education – (Prop. 99)	0	0	0	0
High Priority Schools Grant Program (HPSG)	N/A	N/A	N/A	N/A
School Safety and Violence Prevention Act (AB 1113)	N/A	N/A	N/A	N/A
Healthy Start	N/A	N/A	N/A	N/A
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	N/A	N/A	N/A	N/A
English Language Acquisition Program	N/A	N/A	N/A	N/A
Community Based English Tutoring	N/A	N/A	N/A	N/A
Other (describe)				
TOTAL	$14,716	$38,253.00	$46,106.00	100%

*Estimated Allocation based on 2007-08

Part II

The Plan

Needs Assessments
      Academic Achievement
      Professional Development and Hiring
      School Safety

Descriptions – Program Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance**, **teacher quality**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the SSD Plan, the SSD should review its demographics, test results, and resources. The majority of such information is readily available on the SSD's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, California Basic Educational Data System (CBEDS), DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The SSD is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

The Sample School and Student Performance Data Forms provided with the suggested template for the SPSA are also attached to this document in Appendix F. These forms are provided for convenience only; their use is not required. The forms simply provide a suggested format for arraying the data that needs to be reviewed.

<u>Academic Performance</u>

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability

- Local assessments and accountability

- Coordination and integration of federal and state educational programs

- The LEA academic assessment plan

<u>Teacher Quality</u>

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and

- principals with the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

<u>School Safety and Prevention</u>

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). *California's Healthy Kids Survey* may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – Program Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the SSD will provide descriptions and information about how it plans to address the requirements of NCLB and the SPSA based upon results of the needs assessment**. Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the SSD Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the SSD Plan.

Bonny Doon Union Elementary School District is a small, single elementary school district located in a rural area in the Santa Cruz mountains of Santa Cruz County, California.

The district population is diverse but predominately represented by middle income range families. The ethnic background of the children is predominately white with five percent of Hispanic, Asian, Pacific Island, Native American and African American descent.

There are currently 134 children enrolled at Bonny Doon School in grades kindergarten through sixth.   Approximately ten percent of the students receive special education services, and one-fourth of Bonny Doon School's students qualify for Title I services under district guidelines.

The Bonny Doon Union Elementary School District has been designated as a Rural Education Achievement Program (REAP) participant. Bonny Doon School has used the flexibility under REAP to combine certain federal categorical formula grant funds in order to more effectively address the academic needs of students in the district.

MISSION STATEMENT

The purpose is to encourage and nurture a desire and enthusiasm for learning, by providing expertise, guidance, and resources that support a meaningful and personalized education. At Bonny Doon School we empower students to act consciously as competent and responsible members of the world community.

DISTRICT GOALS

1. Reaffirm commitment to a comprehensive education by providing resources and instruction necessary for each child to achieve his or her full potential.
>   Objectives to include:
* Strengthen the arts and physical education programs with long term funding
* Develop plans and implement a science lab/classroom
* Develop plans and implement a media center

2. Assure a safe, healthy, and environmentally sound learning environment.
>   Objectives to include:
* Replace lower campus roofs
* Investigate establishing better environmental practices
* Collaborate with Wellness Committee and create a wellness plan
* Update Safety Plan

>   1. Maintain fiscal solvency
>   Objectives to include:
* Create business partnerships and investigate other funding sources

- **Local Measures of Student Performance**
(*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, <u>if any</u>, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), <u>that the local educational agency and schools served under this part will use to:</u>

a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;

b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;

c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and

d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the SSD uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

- School-wide assessments
- Over and above adoption assessments
- State assessment
- API
- Standards
- Assessments to improve student achievement

Performance Goal 1A: *All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-2014.*

SCHOOL GOAL #   1
(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)

By Spring 2009, 35.2% of students, including all significant subgroups, will meet standards on the English Language Arts (reading and writing) California Standards Test.

Student groups and grade levels to participate in this goal: All students, 2-6 .	Anticipated annual performance growth for each group: Students in each proficiency level will increase by 2%. Proficient 2% Advance 2% Basic 2% Below Basic 2% Far Below 2%
Means of evaluating progress toward this goal: California Standards Test	Data to be collected to measure academic gains: CST percentage of all students at each proficiency level: Far Below Basic , Below Basic, Basic, Advance, Proficient

Planned Improvement in Student Performance in Reading -

Description of specific actions to improve student achievement in **Reading** and reach the goals stated above for the SSD and each applicable student subgroup**:**	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source

1. Alignment of instruction with content standards: The district will take the following steps to align instruction with content standards for all students by: - Identifying essential English/Language Arts and English Language Development standards. - Utilizing a standards-based report card. - Principal training in English Language Arts and English Language Development content standards; how to coach, supervise, and evaluate teachers. - Principal training in teacher recruitment, hiring, and evaluation, with a focus on the teaching standards. - Adopting standards-based reading textbooks and supplemental materials. - Teacher evaluation processes will focus on teacher abilities to deliver content standards. - New teachers will participate in the New Teacher Project.	Superintendent/ Principal & teachers/ annually Teachers/ 3 times per year Superintendent/ Principal/ Ongoing Superintendent/ Principal/ Ongoing Superintendent/ Principal, Teachers, Board of Trustees/ Annually Superintendent/ Principal and teachers/ Annually Teachers/if necessary	Content Standards manuals Stipends for Staff Development Day Workshop registration fees Workshop registration fees Textbook costs Workshop registration fees New Teacher Project fees	$250 $3,600 $500 $500 $15,000 per year $3,000 $2,500 per year per teacher	Title II, Part A State Staff Development Buy Back Day Funds AB430, General Fund AB430, General Fund General Fund/AB472 Title II, Part A Title II, Part A

2. Use of standards-aligned instructional materials and strategies: Major strategies the district will use: ▪ Staff development will be provided in the use of English Language Arts and English Language Development standards-aligned materials.	Teachers/ Ongoing	Staff Development Buy Back Days/ Workshops	$4,500	State Staff Development Buy Back Day funds, Title II, Part A
▪ Implement both formative and summative standards-based assessments**.**	Teachers/ Ongoing	Staff Development Buy Back Days/ Workshops	$3,600	State Staff Development Buy Back Day funds, Title II, Part A
▪ Review student work to assess alignment with content standards.	Teachers/ weekly collaboration time	No cost	No cost	None
▪ Purchase of state-adopted K-8 reading materials or those aligned with standards.	Superintendent/ Principal/ Annually	Textbook costs	$15,000 per year	
▪ English Language Arts Standards and English Language Development Standards (as appropriate) will be posted in every classroom.	Teachers/ Ongoing	Content Standards manuals	$250	General Fund/AB472
▪ Teachers will regularly examine student work through collaboration to ensure mastery of grade level standards. ▪ AB 472 teacher training ▪ AB 430 administration training	Teachers/ weekly collaboration time	No cost	No cost	Title II, Part A None

3. Extended learning time: Supplemental programs and services are designed to complement activities within the regular school day/calendar. ▪ District will explore options for providing extended learning time in order to facilitate smaller group structures to maximize learning time for reading and English Language Development instruction (e.g., Homework Center, before during and after school tutorials, Interventions, and County Library Bookmobile). ▪ Library services during instructional day.	Teachers, paraprofessionals Homework Center 4 days per week (Title I students only) Summer School 3 weeks per year (Title I students only)	Paraprofessional salaries/supplies Teachers and paraprofessional salaries/materials and supplies	$18,000 $15,000	

Description of specific actions to Improve Student Achievement in **Reading** and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: Major activities to enhance reading learning as found in the District Technology plan: ▪ Use of student listening centers in all grades. ▪ Use of video to stimulate student interest in topics. ▪ Increase student use of the Internet to provide interactive reading, language arts and English Language Development activities. ▪ Explore option of providing technology related hardware and software for home use. ▪ SmartBoards and/or other interactive technology used in regular classroom instruction ▪ Increase use of computers, relevant software programs, and related technologies in every classroom. ▪ Teacher use of the Internet to access English Language Arts and English Language Development lesson ideas and topics. Administrative support of reading and English Language Development instruction through Internet access of such resources as TICAL, ASCD	Teachers/ Ongoing Teachers/ Ongoing Superintendent/ Principal, Teachers Title I Teachers, Superintendent/ Principal Teachers Superintendent/ Principal, Teachers Teachers Superintendent/ Principal	Listening centers books on tape Video tapes School-wide wiring and infrastructure Computer home-loan program involves using computers phased out of classroom use 5 Computers, software, multi-media equipment No additional cost No additional cost	$2,000 $10,000 $2,000 $15,000 No additional costs $5,000 $50,000 No cost No cost	Title II, Part D Gen Fund None Lottery Grants Gen Fund, Title II, Part D, Small Schools Rural Achievement Program None

5.Staff development and professional collaboration aligned with standards-based instructional materials: The District will provide opportunities for district-wide staff development activities aligned to standards-based materials. ▪ Administrators will participate in AB 430 training and/or other programs, including modules addressing English Language Arts content and English Language Development standards. ▪ Teachers will participate in AB 472 or other training on the use of state-adopted instruction with an emphasis on standards-based materials. ▪ New teachers will participate in New Teacher Project activities that focus on using standards-based reading and English Language Development materials. ▪ District will provide opportunities for staff collaboration. ▪ District will provide staff development for paraprofessionals to develop their understanding and practice of effective reading instructional strategies.	Superintendent/ Principal Teachers Teachers/if necessary Teachers/ weekly collaboration time Paraprofession al /teacher / mentors	Workshops/ training at COE Workshops/ training at COE New teacher project fees No cost Classified Staff Dev Buy Back day/ workshops	$1,500 $5,000 $2,500 per year per teacher No cost $1,500 per year $1,000	AB75, Title II, Part A, General Fund AB466, Title II, Part A, General Fund Title II, Part A None State Staff Dev Buy Back Day funds Title II, Part A

Activity	Person Responsible	Cost	Amount	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
District-wide activities conducted for staff, parents, and the community and other advisory groups:	Superintendent/ Principal, teachers, parents, community members	No costs	No costs	None
▪ Required advisory groups will be established to represent all subgroups with regard to reading achievement.		Copying costs	$300	General Fund
▪ The District will maintain a Site Council comprised of staff, parent(s), and community representative(s) which:	Superintendent/ Principal, teachers, parents, community members			
○ Receives reports on student assessment results.		Copying & mailing costs	$100	General Fund
○ Communicates the results to school community.				
○ Contributes input on how to improve the school's reading program.	Superintendent/ Principal	No cost	No cost	None
			$2,000	
▪ The District will send individual student assessment results to parents and provide parent training to interpret student achievement data.	Teachers	Copying costs/ Admin Asst preparation time		General Fund
	Office Staff		No cost	
		No cost		
▪ The District will provide parent-teacher conferences to discuss the reading program and individual assessment data.	Parent volunteer	Copying costs/ Admin Asst preparation time	$200	None
			No cost at this time	General Fund
▪ Newsletter to promote special reading events, testing calendars, and opportunities for training.	School Site Council, Administrative Asst	Translations as necessary		General Fund
▪ District web site promoting special reading events, testing calendars, SARC information, and opportunities for training.	Superintendent/ Principal			General Fund
▪ Conduct annual parent survey to obtain feedback all aspects of school.				
▪ All information and trainings will be provided in home languages as needed.				

7. **Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):**				
District services that cover both classroom and other activities include:				
▪ Parent/student information meetings.	Superintendent/ Principal, teachers, parents, students/ Ongoing	No cost No cost	No cost No cost	None None
▪ Grade transition meetings for entry into kindergarten and middle school/junior high.	Teachers	Translations as necessary	No cost at this time	General Fund
▪ Translation provided as needed.	Superintendent/ Principal/TBD	No cost	No cost	None
▪ Grade level articulation meetings: Student Achievement, data analysis, student needs.	All teachers/ weekly collaborative	Aides salaries	$75,000	Gen. Fund
▪ Instructional aides in K-6 classrooms to assist teachers with supplemental support in helping identified students acquire reading skills.	Aides/daily	Teachers salaries	$150,000	Gen. Fund
▪ Teachers provide individual and small group reading intervention for all identified student needs.	Teachers/daily			

8. Monitoring program effectiveness:				
• The District Board and school administration will fully support the Public School Accountability Act.	Superintendent/ Principal & Board of Trustees	No cost	No cost	
• The District will participate in the California standards-based State Testing and Reporting System (STAR).	Superintendent/ Principal and Teachers	No extra cost	No cost	None
• Test data and API results will be used to monitor programs, inform instruction, and drive changes in reading instructional practices where needed.	Superintendent/ Principal and Teachers	No extra cost	No cost	None
• The School Site Council, with input from advisory groups, will be responsible for monitoring the reading instructional program and revising the LEA Plan. Student data analysis will be used.	Superintendent/ Principal, Teachers & parents	No extra cost	No cost	None
	Teachers/ Ongoing			None
• Teachers will regularly examine student work to: determine mastery of English Language Arts and English Language Development standards; inform instruction; drive changes in reading instructional practices; and provide re-teaching where needed. Teachers use AB 472 knowledge in this process.		Copying costs Admin. Asst. preparation time	$200	None
	Superintendent/ Principal, School Site Council, Admin. Asst.	No extra costs	No cost	
• The District will conduct a needs assessment and evaluation survey for students, teachers, and parents.	Superintendent/ Principal	Substitute costs	$1,000	General Fund
				None
• Principal walk-through and classroom observations will be used to monitor the effectiveness of the reading and English Language Development programs. AB430 supports the administration wqlk-through.	Teachers/ Ongoing			Title II, Part A
• Teacher peer-support and mentoring will be used to increase teacher and program effectiveness in reading.				

9. Targeting services and programs to lowest-performing student groups: The District will review the reading program in order to identify needed services and programs for the lowest performing student groups. ▪ The District will conduct comprehensive data analyses to identify those students not meeting grade-level English Language Arts and English Language Development content standards. ▪ The District will provide additional services to those students not meeting grade-level English Language Arts and English Language Development content standards. ▪ Teachers will use differentiated instructional strategies to provide for the individual reading needs of identified students. ▪ The District will develop systems for early identification of low performing students, including kindergarten and new students, for specific reading needs and will monitor their on-going progress and services. For example: reading programs embedded assessments, STAR data, district designed assessments. . ▪ The District will make available participation in reading intervention programs and auxiliary services for lowest-performing students	Superintendent/ Principal & Teachers/ Ongoing Teachers/ Aides/ Ongoing Teachers/ Ongoing Superintendent/ Principal, Teachers/ Ongoing Teachers, Aides/Ongoing	No extra cost Homework Club Reading Recovery Staff Development trainings Assessment materials Teacher stipends, Registration fees, Instructional materials	No cost $18,000 per year $4,500 per year $1,000 $5,000 $1,500 $1,500 $1,500	 None Gen. Fund Gen. Fund Gen. Fund Gen. Fund

9. **Any additional services tied to student academic needs:** ▪ The District will make necessary referrals to local agencies, including MEDI-CAL/Healthy Families for additional services for students and their families in the areas of communication skills, housing, mental and emotional health, etc., whenever needed. ▪ Explore the use of auxiliary services to enhance the regular program	Teachers/ Super-intendent/ Principal			

Performance Goal 1B: *All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.*

SCHOOL GOAL # 2 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) By Spring 2009 37 % of all students, including all significant subgroups, will meet standards on the Mathematics California Standards Test.	
Student groups and grade levels to participate in this goal: All Students, K-6 No significant sub groups.	Anticipated annual performance growth for each group: Students in each proficiency level will increase by 2% Proficient_____ Advance_____ Basic_____ Below Basic_____ Far Below_____
Means of evaluating progress toward this goal: California Standards Test	Data to be collected to measure academic gains: CST percentage of all students at each proficiency level: Far Below Basic , Below Basic, Basic, Advance, Proficient

Planned Improvement in Student Performance in Mathematics

Description of specific actions to Improve Student Achievement in **Mathematics** and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: The district will take the following steps to align instruction with content standards for all students by: ▪ Identify essential standards. ▪ Utilize a standards-based report card. ▪ Train principals in content standards; how to coach, supervise, and evaluate teachers. ▪ Train principals in teacher recruitment, hiring, and evaluation, with a focus on the teaching standards. ▪ Adopt standards-based textbooks and supplemental materials. ▪ Teacher evaluation process includes assessment of teacher ability to deliver content standards-based instruction. ▪ Include new teachers in the New Teacher Project. ▪ AB372 Training	Superintendent/ Principal & teachers/ annually Teachers/ 3 times per year Superintendent/ Principal/ Ongoing Superintendent/ Principal/ Ongoing Superintendent/ Principal, Teachers, Board of Trustees/ Annually Superintendent/ Principal and teachers/ Annually Teachers/if necessary Teachers	Content Standards manuals Stipends for Staff Development Day Workshop registration fees Workshop registration fees Textbook costs Workshop registration fees New Teacher Project fees	$250 $3,600 $500 $500 $15,000 per year $3,000 $2,500 per year per teacher	Title II, Part A State Staff Development Buy Back Day Funds AB430, General Fund AB430, General Fund General Fund Title II, Part A Title II, Part A

2. Use of standards-aligned instructional materials and strategies:				
Major strategies the district will use:				
▪ Staff development will be provided in the use of standards-aligned materials. ▪ AB 472 training will be provided.	Teachers/ Ongoing	Staff Development Buy Back Days/ Workshops	$4,500	State Staff Development Title II, Part A
▪ Implement both formative and summative standards-based assessments.	Teachers/ Ongoing	Staff Development Buy Back Days/ Workshops	$3,600	State Staff Development Title II, Part A
			No cost	
▪ Review student work to assess alignment with content standards.	Teachers/ weekly collaboration time	No cost		None
▪ Purchase of state-adopted K-8 materials or those aligned with standards.	Superintendent/ Principal/ Annually	Textbook costs	$15,000 per year	General Fund
▪ Students will be informed of daily instructional standards.	Teachers/ Ongoing	Content Standards manuals	$250	Title II, Part A
▪ Teachers will regularly examine student work through collaboration to ensure mastery of grade level standards.	Teachers/ weekly collaboration time	No cost	No cost	None

3. Extended learning time: Supplemental programs and services are designed to complement activities within the regular school day/calendar. ▪ District will explore options for providing extended learning time in order to facilitate smaller group structures to maximize learning time for reading and English Language Development instruction. ▪ Library services during instructional day.	Teachers, paraprofessionals, community volunteers, college students		$5,000	Gen. Fund Gen. Fund

Description of specific actions to Improve Student Achievement in **Mathematics** and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology:				
▪ Use of student listening centers in primary grades.	Teachers/ Ongoing	Listening centers Books on tape	$2,000 $10,000	Title II, Part D
▪ Use of video to stimulate student interest in topics.	Teachers/ Ongoing	Video tapes	$2,000	Gen Fund
▪ Increase student use of the Internet to work with interactive mathematics activities.	Superintendent/ Principal, Teachers	School-wide wiring and infrastructure	$15,000	Gen. Fund/ Title II, Part D
▪ Explore option of providing technology related hardware and software for home use.	Title I Teachers, Superintendent/ Principal	Computer home-loan program involves using computers phased out of classroom use	No additional costs	None
▪ Increase use of computers, relevant software programs, and related technologies in every classroom.	Superintendent/ Principal, Teachers	Computers, software, multi-media equipment	$50,000	Title II, Part D, Small Schools Rural Achievement Program
▪ Teacher use of the Internet to access lesson ideas and topics.	Teachers	No additional cost	No cost	None
▪ Administrative support of instruction through Internet access of such resources as TICAL, ASCD and ed1stop.	Superintendent/ Principal	No additional cost	No cost	None
▪ interactive technology used in regular classroom instruction				

5. Staff development and professional collaboration aligned with standards-based instructional materials:				
The District will provide opportunities for district-wide staff development activities aligned to standards-based materials.	Superintendent/ Principal	Workshops/ training at COE	$1,500	AB7430, Title II, PartA, General Fund
▪ Administrators will participate in AB 430 training and/or other programs, including modules addressing mathematics content standards.	Teachers	Workshops/ training at COE	$5,000	AB472, Title II, Part A, General Fund
▪ Teachers will participate in AB 472 or other training on the use of state-adopted instruction with an emphasis on standards-based materials.	Teachers/if necessary	New teacher project fees	$2,500 per year per teacher	Title II, Part A
▪ New teachers will participate in New Teacher Project activities that focus on using standards-based mathematics materials.	Teachers/ weekly collaboration time	No cost	No cost	None
▪ District will explore opportunities for staff collaboration.	Paraprofession al/ teacher mentors	Classified Staff Dev Buy Back day/ workshops	$1,500 per year	State Staff Dev Title II, Part A Title I, Part A
▪ District will provide staff development for paraprofessionals to develop their understanding and practice of effective mathematics instructional strategies.			$1,000	

6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
District-wide activities conducted for staff, parents, and the community and other advisory groups:	Superintendent/ Principal, teachers, parents, community members	No costs	No costs	None
▪ Required advisory groups will be established to represent all subgroups with regard to mathematics achievement.	Superintendent/ Principal, teachers, parents, community members	Copying costs	$300	General Fund
▪ The District will maintain a Site Council comprised of staff, parent(s), and community representative(s) which:				
○ Receives reports on student assessment results.				
○ Communicates the results to school community.		Copying & mailing costs	$100	General Fund
○ Contributes input on how to improve the school's mathematics program.	Superintendent/ Principal	No cost	No cost	None
▪ The District will send individual student assessment results to parents and provide parent training to interpret student achievement data.	Teachers	Copying costs/ Admin Asst preparation time	$2,000	General Fund
▪ The District will provide parent-teacher conferences to discuss the mathematics program and individual assessment data.	Office Staff	No cost	No cost	None
▪ Newsletter to promote special math events, testing calendars, and opportunities for training.	Parent volunteer	Copying costs/ Admin Asst preparation time	$200	General Fund
▪ District web site promoting special math events, testing calendars, SARC information, and opportunities for training.	School Site Council, Administrative Asst	Translations as necessary	No cost at this time	General Fund
▪ Conduct annual parent survey to obtain feedback on the mathematics program.	Superintendent/ Principal			General Fund
▪ All information and trainings will be provided in home languages as needed.				

7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):			No cost	None
District services that cover both classroom and other activities include:	Superintendent/ Principal, teachers, parents, students/ Ongoing	No cost		
▪ Parent/student information meetings.			No cost	None
▪ Grade transition meetings for entry into kindergarten and middle school/junior high.		No cost		
▪ Translation provided as needed.	Teachers	Translations as necessary	No cost at this time	General Fund
▪ Grade level articulation meetings.	Superintendent/ Principal/TBD	No cost	No cost	None
▪ Instructional aides in K-6 classrooms to assist teachers with supplemental support in helping identified students acquire mathematics skills.	All teachers/ weekly collaborative	Title I Aides salaries	$75,000	Gen. Fund
	Aides/daily			
▪ Teachers provide individual and small group mathematics intervention for all identified student needs.		Title I Teachers salaries	$150,000	Gen. Fund
	Teachers/daily			

8. Monitoring program effectiveness:				
▪ The District Board and school administration will fully support the Public School Accountability Act.	Superintendent/Principal & Board of Trustees	No cost	No cost	
▪ The District will participate in the California standards-based State Testing and Reporting System (STAR).	Superintendent/Principal and Teachers	No extra cost	No cost	
▪ Test data and API results will be used to monitor programs, inform instruction, and drive changes in mathematics instructional practices where needed.	Superintendent/Principal and Teachers	No extra cost	No cost	None
▪ The School Site Council, with input from advisory groups, will be responsible for monitoring the mathematics instructional program and revising the LEA Plan.	Superintendent/Principal, Teachers & parents	No extra cost	No cost	None
▪ Teachers will regularly examine student work to: determine mastery of standards; inform instruction; drive changes in mathematics instructional practices; and provide reteaching where needed. Teachers use AB 472 knowledge in this process.	Teachers/Ongoing	Copying costs Admin. Asst. preparation time	$200	None
▪		No extra costs	No cost	None
▪ The District will conduct a needs assessment and evaluation survey for students, teachers, and parents.	Superintendent/Principal, School Site Council, Admin. Asst.	Substitute costs	$1,000	None
▪	Superintendent/Principal			General Fund
▪ Principal walk-through and classroom observations will be used to monitor the effectiveness of the mathematics programs. AB430 supports the administration wqlk-through.	Teachers/Ongoing			None
▪ Teacher peer-support and mentoring will be used to increase teacher and program effectiveness in mathematics.				Title II, Part A
▪ Collaborate with SCCOE math specialist on math adoptions and training.				

9. Targeting services and programs to lowest-performing student groups: The District will review the mathematics program in order to identify needed services and programs for the lowest performing student groups. ▪ The District will conduct comprehensive data analyses to identify those students not meeting grade-level mathematics content standards. ▪ The District will provide supplemental services to those students not meeting grade-level mathematics content standards. ▪ Teachers will use differentiated instructional strategies to provide for the individual mathematics needs of identified students. ▪ The District will develop systems for early identification of low performing students, including kindergarten and new students, for specific reading needs and will monitor their on-going progress and services. ▪ The District will participation in mathematics intervention programs and auxiliary services for lowest-performing students.	Superintendent/ Principal & Teachers/ Ongoing Teachers/Title I Aides/ Ongoing Teachers/ Ongoing Superintendent/ Principal, Teachers/ Ongoing	No extra cost Homework Club Reading Recovery Staff Development trainings Assessment materials Workshop registration Fees and instructional materials	No cost $18,000 per year $4,500 per year $1,000 $5,000 $3,000	None Gen. Fund General Fund Gen. Fund General Fund Gen. Fund

9. Any additional services tied to student academic needs:				
▪ The District will make necessary referrals to local agencies, including MED 1-CAL/Healthy Families for students and their families in the areas of communication skills, housing, mental and emotional health, etc., whenever needed.				
▪ Explore the possible use of the following auxiliary services to enhance the regular program				
○ Homework Center/Club	Paraprofessionals	Paraprofessional salaries/supplies	$18,000 per year	Gen. Fund
○ Student Study Teams	Teachers/ Superintendent/ Principal	No cost	No cost	None
○ Independent study program		No cost	No cost	None
○ County Math Contest	Teachers	Workshop stipends, registration fees, instructional materials	$3,000 $4,000 $8,000	Gen. Fund
○ Mathematics enrichment programs	Teachers	Stipends Registration fees Instructional materials	$1,500 $1,500 $1,500	Gen. Fund
○ Science Fair	Teachers			

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/ language arts and mathematics.*

SCHOOL GOAL # 3   (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)   A) All English Learner students in English Language Development will improve by 1 point overall on the CELDT annually.

Grade levels to participate in this goal:	Anticipated annual performance growth:
Means of evaluating progress toward this goal:	Data to be collected to measure academic gains:

N/A   **District does not receive Title III**

Planned Improvement in Programs for LEP Students and Immigrants (Title III and EIA/LEP)

Describe the following specific activities addressing the use of Title III and/or EIA/ LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source

Required Activities	1. The programs and activities to be developed, implemented, and administered and how the SSD will use the these funds to meet all annual measurable achievement objectives described in Section 3122				
	2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for: ▪ meeting the annual measurable achievement objectives described in Section 3122 ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B) ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)				
	3. How the SSD will promote parental and community participation in LEP programs				
	4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in: • English proficiency • Academic achievement in the core academic subjects				

Required Activities	5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:
	
	   a. designed to improve the instruction and assessment of LEP children
	
	   b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students
	
	   c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills
	
	   d. long term effect will result in positive and lasting impact on teacher performance in the classroom				

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N/A
District does not receive Title III

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	Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Upgrade to program objectives and effective instructional strategies, if applicable				

C3	1. Any:
	  a. tutorials and academic or vocational education for LEP students and/or
	  b. intensified instruction			

	1. How programs for English Learners are coordinated with other relevant programs and services			
	1. Any other activities designed to improve the English proficiency and academic achievement of LEP children			

	1. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families –
	  a. To improve English language skills of LEP children
	  b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children			

	1. Efforts to improve the instruction of LEP children by providing for –
	  a. The acquisition or development of educational technology or instructional materials
	  b. Access to, and participation in, electronic networks for materials, training, and communication
	  c. Incorporation of the above resources into curricula and programs			

	1. Other activities consistent with Title III or EIA/LEP funds			

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child				

		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source

Required Activities	a. information pertaining to parental rights that includes written guidance detailing –
	  i. the right that parents have to have their child immediately removed from such program upon their request
	  ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available
	  iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD				

Note: Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.					
SSD Parent Notification Failure to Make Progress If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.					

Plans to Provide Services for Immigrants

IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding, complete this table (per Sec. 3115(e)). Please describe:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities 1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.				
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.				
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.				
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.				
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services.				
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education.				
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.				

Performance Goal 3: *By 2008-09, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development
Based on a needs assessment of teacher data for your school/district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to SSD]

STRENGTHS	NEEDS

STAFF DEVELOPMENT VISION	STAFF DEVELOPMENT VISION
• Scientific research-based staff development • Staff development to build capacity of teachers • Staff development is focusing on all students: differentiation • Cultural diversity training • Staff development addresses the diverse needs of all students – i.e. focus on special needs of all significant subgroups • Targeted staff development to build leadership to address closing the student achievement gap • Staff development building teacher technology literacy ADMINISTRATIVE • Administrators participate in all staff development activities with teachers. • Attend administrative training through the Small School District Association Conferences • Attendance and presentation with Strategic Administrative Leadership training PARAPROFESSIONALS • Targeted training for paraprofessionals	• Training to ensure that paraprofessionals to meet NCLB highly qualified teacher requirements • Development of a comprehensive system for integrating instruction, assessment and re-teaching • Building quantitative assessment practices into lesson planning and unit development • Data analysis training on how to collect, disaggregate, and analyze data to drive instruction • Data analysis training on how to collect, disaggregate, and analyze data to drive staff development program • Provide appropriate certification training, i.e. AB 472, to meet the needs of EL and all students with special needs • Staff development training that addresses meeting the needs of high achieving students ADMINSTRATIVE • Future training to support the identified needs of teachers and paraprofessionals based on student achievement needs • Outreach and collaboration with local educational agencies to provide training for the specific needs of small school districts PARAPROFESSIONALS • Training to ensure that paraprofessionals to meet NCLB highly qualified teacher requirements • Continued training in content and strategies to support student achievement needs

Performance Goal 3: *By 2008-09, all students will be taught by highly qualified teachers.*

SCHOOL GOAL # 4 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) By June 30, 2009 all teachers will be highly qualified as defined by NCLB.	
Student groups and grade levels to participate in this goal: NA	Anticipated annual performance growth for each group: 100% of teachers will be highly qualified.
Means of evaluating progress toward this goal: Credential documentation and HQ Criteria.	Data to be collected to measure academic gains: Credential documentation and HQ Criteria.

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: • Superintendent and staff members collaborate regularly to identify staff development needs based on trends in data on formative and summative assessment of student progress in relation to State content and academic achievement standards. • Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results. • Administrative leadership will stay current on CDE guidelines for student achievement through collaboration with County Office and Small School District Association.	Superintendent/ Principal, Certificated staff/ Ongoing.	Professional publications, resource manuals, materials for professional development activities.	$1,000	Title II, Part A

2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: • Administration and staff meet regularly to review research on professional development activities that assist all staff and administration to ensure all students will meet or exceed State content and academic achievement standards. • Administration and staff will pay attention to those topics and activities that have the greatest positive impact on a teacher's ability to accelerate the learning of students in the lowest performing groups. • Administration and staff will design a system of scientifically research based professional development that is both coherent and differentiated based on teacher effectiveness and assignment. • Professional development resources will be targeted where they are needed most and focused on improving student achievement. .	Superintendent/ Principal, Certificated staff/ Ongoing	Professional publications, resource manuals, materials for professional development activities.	$1,000	Title II, Part A

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: The professional development system will address the following: • Professional development will focus on students meeting key essential standards through the use of State-adopted/standards based materials and formative assessments. • Alignment of instructional work of teachers to professional development. • The professional development system is built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student populations in teachers' classrooms. • Selected professional development resources apply to particular under-performing student populations (e.g., English Learners, students with disabilities, and major ethnic groups). • Materials adoption/selection, intervention approaches, and family and community relations are integrated with the professional development system.	Superintendent/ Principal, Certificated staff/ Ongoing	Professional publications, resource manuals, materials for professional development activities.	$1,000	Title II, Part A

4. How the LEA will coordinate professional development activities authorized   under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:
 	
All available local state and federal fiscal resources for staff development will be coordinated to improve the knowledge of teachers and administrators in the following need areas:
 	
• Academic subjects.
• Effective instructional strategies aligned to State content and academic standards and assessments.
 	
• Improve the knowledge of teachers and administrators in the following need areas:
 	
  - Training to address the needs of different learning styles and students
     with disabilities/special needs.
  - Training on intervention methods to improve student behavior.
  - Training on strategies to improve parent involvement, especially parents
     of immigrants and English Learners.
  - Training on using data to improve classroom practices and student
     learning.
	Superintendent/ Principal Certificated staff/ Ongoing	Professional development materials
		
		Fees for presenters and consultants
			$2,000
			
			$5,000
				Title II, Part A
				Title II, Part D
				Title IV, Part A
				Title V, Part A
				IDEA
				Small, Rural Schools Achievement
				
				Grant (REAP)

5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: The following professional development activities will be made available to teachers and principals • Training on unpacking and implementation of standards. • Training on using the adopted standards based materials. • Teacher collaboration time will focus on selecting benchmark assessments for key/ essential standards, joint review of student work on those assignments, and planning for revising/reviewing/re-teaching/moving. • Training on the use of data and appropriate research based strategies to address diverse needs of students in order to close the achievement gap. • Training on cultural diversity of significant ethnic groups. Professional development needs of teachers and administrators will be met in the following ways: a. Regularly scheduled collaboration time embedded within the instructional week. b. Calendared Staff development days. c. Release time and incentives for and to attend workshops, classes and institutes. d. Use trained teachers to provide staff development, coaching, mentoring.	Superintendent/ Principal, Certificated staff/ Ongoing a. All teachers/ every Friday b. All teachers/3 days per year c. All teachers and administrator/ ongoing d. Selected teachers/ ongoing	Frameworks, Content Standards, Resource Materials Fees for presenters and consultants a. No cost b. Stipend each teacher c. Stipends, registration fees, substitute costs d. Stipends, substitute costs	$2,000 $5,000 a. No cost b. Approx. $300 per day per teacher c. $25,000 d. $2,500	Title II, Part A Title II, Part D Title IV, Part A Small Rural School Achievement Grant (REAP) a. NA b. State Staff Development Funds/ Title II, Part A c. Title II, Part A, Title II, Part D

6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: State, federal and local funds will be integrated to ensure that the district professional development plan includes technology-related activities linked to district and school trainings that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards.	Superintendent/ Principal and Certificated Staff/ Ongoing	Professional Development Materials Presenter/ Consultant fees Technology equipment	$1,000 $5,000 $15,000	Title II, Part A Title II, Part D Title IV, Part A Small, Rural School Achievement Grant (REAP)
6. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): • Ensure equity of access to all technology resources by providing every classroom and learning facility with hardware/software, infrastructure and technical support. • Promote equity of access for all students by providing technology resources for student use during and after school. • Provide appropriate assistive technologies as identified by child study teams or IEPs	Superintendent/ Principal and Certificated staff, paraprofessionals, students/ Ongoing	Computers, Multi-media equipment Workshops/ training	$40,000 $5,000	Title II, Part A Title II, Part D Title IV, Part A Small, Rural School Achievement Grant (REAP)

	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: • The district Professional Development Steering Committee is comprised of teacher, principal, paraprofessional, and parent advisory groups, i.e. ELAC, GATE, and Special Education. Representatives are selected from the range of school levels and neighborhoods/communities served by the district. • The County Elementary Principals Network includes principals from every level and type of school in the county. Principals who have met AYP who have closed or begun to close the achievement gap are encouraged to attend. • The Small School District Cooperative meets monthly to collaborate on best staff development practices, share resources and identify instructional practices that will increase student achievement.	Superintendent/ Principal, Certificated staff, paraprofessionals, parents/ Ongoing	Publications, resource materials.	$1,000	SIP, GATE, Small, Rural School Achievement Grant (REAP)
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

6. How the LEA will provide training to enable teachers to: □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child's education; and □ Understand and use data and assessments to improve classroom practice and student learning. a. Teacher collaboration time focused on selecting benchmark assessments for key essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families. b. Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families. c. Provide intensive focused professional learning on how to accelerate students in the lowest-performing groups, student behavior management, and working with families within a standards-based system. Teachers will engage in daily guided practice and team coaching in one or more of the following: English/language arts, English language development, and mathematics. d. Administrator's professional development will combine the leaders' roles in supporting standards implementation, improvement with behavior management, working with students' families, and addressing diverse needs of students, articularly students in the lowest-performing groups in the district, especially for new principals and those whose schools do not make AYP.)	a. All teachers/ weekly b. All teachers/ 3 days each year c. All teachers/ annually d. Superintendent/ Principal	a. None b. Presenter fees c. Consultant/ Presenter fees d. Registration fees for workshops	a. None b. $2,000 c. $2,000 d. $1,000	a. None b. Title II, Part A, Small, Rural School Achievement Grant (REAP) c. Title II, Part A, AB 466 d. Title II, Part A, AB 430

6. How the LEA will use funds under this subpart to meet the requirements of Section 1119:				
TEACHERS • The staff development plan will include a yearly survey of all instructional staff to assess whether they are highly qualified under NCLB requirements.	All teachers/ annually	Registration fees for appropriate workshops	$1,000	Title II, Part A
• Provide a yearly memo informing teachers who are not highly qualified under NCLB requirements of their status.	Superintendent/ Principal Superintendent/ Principal Teacher mentor	No cost No cost	No cost No cost	None None
• The district will coach and mentor each teacher who does not meet the highly qualified requirements of NCLB.	Superintendent/ Principal	No cost	No cost	No cost
• The district will form a partnership with local education agencies such as the IHE's, New Teacher Project (BTSA) and the County Office of Education to meet the NCLB highly qualified requirements.	Superintendent/ Principal	No cost	No cost	No cost
• The district in partnership with the local agencies will provide test preparation help for teachers who have not met the requirements of highly qualified teachers under NCLB.	All paraprofession als/ annually	Registration fees for appropriate workshops	$1,000 No cost	Title II, Part A
PARAPROFESSIONALS • The staff development plan will include a yearly survey of all paraprofessional staff to assess whether they are qualified under specific NCLB requirement criteria.	Superintendent/ Principal Superintendent/ Principal Superintendent/ Principal	No cost No cost No cost	No cost No cost No Cost	None None None
• Provide a yearly memo informing paraprofessionals who are not qualified under specific NCLB requirement criteria of their status.	Superintendent/ Principal	No cost		None
• The district will coach and mentor each paraprofessional who does not meet the qualified under specific NCLB requirement criteria.				
• The district will form a partnership with local education agencies such as the community college and the County Office of Education to meet the specific NCLB requirement criteria.				
• The district in partnership with the local agencies will provide test preparation help for paraprofessionals who have not met the requirements of qualified under specific NCLB requirement criteria.				

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Environments Conducive to Learning (Strengths and Needs):
Please provide a list of the SSD's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the SSD's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
No TUPE All SDC is transferred to Title I	NA

Environments Conducive to Learning (Activities):
Please list the activities or programs supported by all NCLB or state funded programs that the SSD will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the SSD's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
NA

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the SSD's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
NA	NA

Performance Goal 4:	*All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):
The SSD is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: __/__/__ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by: N/A	5th __ % 7th __ %	5th __ % 7th __ %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by: N/A	7th __ % 9th __ % 11th __ %	7th __ % 9th __ % 11th __ %
The percentage of students that have used marijuana will **decrease** biennially by: N/A	5th __ % 7th __ %	5th __ % 7th __ %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by: N/A	7th __ % 9th __ % 11th __ %	7th __ % 9th __ % 11th __ %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by: N/A	7th __ % 9th __ % 11th __ %	7th __ % 9th __ % 11th __ %
The percentage of students that feel very safe at school will **increase** biennially by: N/A	5th __ % 7th __ % 9th __ % 11th __ %	5th __ % 7th __ % 9th __ % 11th __ %

The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by: N/A	7th — % 9th — % 11th — %	7th — % 9th — % 11th — %
Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by _____from the current LEA rate shown here. N/A NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	_____%	_____%

Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: __/__/__ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by: N/A	5th — % 7th — % 9th — % 11th — %	5th — % 7th — % 9th — % 11th — %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by: N/A	5th — % 7th — % 9th — % 11th — %	5th — % 7th — % 9th — % 11th — %
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by: N/A	5th — % 7th — % 9th — % 11th — %	5th — % 7th — % 9th — % 11th — %

The percentage of students that report high levels of school connectedness at their school will **increase** biennially by: <center>N/A</center>	5th — % 7th — % 9th — % 11th — %	5th — % 7th — % 9th — % 11th — %

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures _____ (Process to Collect Data)	Performance Indicator Goal	Baseline Data
<center>N/A</center>		

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
NA						

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs	NA	NA
	Conflict Mediation/Resolution	REAP District as of 2001/2002	REAP District as of 2001/2002
	Early Intervention and Counseling	NA	NA
	Environmental Strategies	REAP District as of 2001/2002	REAP District as of 2001/2002
	Family and Community Collaboration	NA	NA
	Media Literacy and Advocacy	REAP District as of 2001/2002	REAP District as of 2001/2002
	Mentoring	NA	NA
	Peer-Helping and Peer Leaders	REAP District as of 2001/2002	REAP District as of 2001/2002
	Positive Alternatives	NA	NA
	School Policies	REAP District as of 2001/2002	REAP District as of 2001/2002
	Service-Learning/Community Service	NA	NA
	Student Assistance Programs	REAP District as of 2001/2002	REAP District as of 2001/2002
	Tobacco-Use Cessation	NA	NA

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms	NA REAP District as of 2001/2002	NA REAP District as of 2001/2002
	Other Activities	NA REAP District as of 2001/2002	NA REAP District as of 2001/2002

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
NA						
NA						
NA						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):
For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the SSD's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

NA

Evaluation and Continuous Improvement (4115 (a)(2)(A)):
Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the SSD's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

NA

Use of Results and Public Reporting (4115 (a)(2)(B)):
Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

NA

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):
Briefly describe how SDFSC funded program services will be targeted to the SSD's schools and students with the greatest need. (Section 4114 [d][3])

NA

Coordination of All Programs (4114 (d)(2)(A)):
Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

NA

Parent Involvement (4115 (a)(1)(e)):
Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

NA

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):
Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

NA

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):
Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions.
(Health and Safety Code section104420 [b]
[3]) :   NA

Position/Title	Full time equivalent

Performance Goal 5: *All students will graduate from high school.*

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the SSD's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students

who graduate from high school. Also include a description below of the SSD's efforts to ensure that all students have equal access to advanced placement (AP) opportunities*. **This page does not apply to districts with no secondary students.**

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	NA Not a high school district				
5.2 (Dropouts)	NA Not a high school district				
5.3 (Advanced Placement)	NA Not a high school district				

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the SSD has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "School wide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed. (For more information on School wide, please go to http://www.cde.ca.gov/sp/sw/rt; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).	
	Description of how the SSD is meeting or plans to meet this requirement:

For school wide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

- A comprehensive needs assessment of the entire school in relation to state standards. School wide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

- Students in grades K-2 will be identified to receive NCLB services based on teacher judgment, parent conferences and other developmentally appropriate screening and testing instruments.
- Students in grades 3-6 who are identified by the school as failing or at risk of failing the state standards in language arts, mathematics, and English proficiency will receive NCLB services.
- Students who do not meet the Proficiency Level on the California Standards Test or who fall below the 50th percentile on the California Achievement Test, Sixth Edition in conjunction with other multiple criteria such as report cards, textbook assessments, CELDT results, SST/Intervention Team, teacher, administrator and parent input will receive services.

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| For targeted assistance programs (TAS), describe how the SSD will identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: Effective methods and instructional strategies based on scientifically-based research. Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. Strategies that minimize removing children from the regular classroom during regular school hours for instruction. Instruction by highly qualified teachers. Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. Strategies to increase parental involvement. | Students in grades K-2 will be identified to receive NCLB services based on teacher judgment, parent conferences and other developmentally appropriate screening and testing instruments. Students in grades 3-6 who are identified by the school as failing or at risk of failing the state standards in language arts, mathematics, and English proficiency will receive NCLB services. Students who do not meet the Proficiency Level on the California Standards Test or who fall below the <u>50th percentile</u> on the California Achievement Test, Sixth Edition in conjunction with other multiple criteria such as report cards, textbook assessments, CELDT results, SST/Intervention Team, teacher, administrator and parent input will receive services. The School Site Council will establish multiple criteria in conjunction with state standards to identify at risk students. The multiple criteria for student placement in the NCLB program will be reviewed by the School Site Council on an annual basis. |

Additional Mandatory Title I Descriptions
(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services**. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the SSD is meeting or plans to meet this requirement:

Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	• Students in grades K-2 will be identified to receive NCLB services based on teacher judgment, parent conferences and other developmentally appropriate screening and testing instruments. • Students in grades 3-6 who are identified by the school as failing or at risk of failing the state standards in language arts, mathematics, and English proficiency will receive NCLB services. • Students who do not meet the Proficiency Level on the California Standards Test or who fall below the 50th percentile on the California Achievement Test, Sixth Edition in conjunction with other multiple criteria such as report cards, textbook assessments, CELDT results, SST/Intervention Team, teacher, administrator and parent input will receive services. • The School Site Council will establish multiple criteria in conjunction with state standards to identify at risk students. The multiple criteria for student placement in the NCLB program will be reviewed by the School Site Council on an annual basis. •
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	Support services are coordinated through the Santa Cruz County Office of Education. Services for the homeless children includes surveys, assistance with transportation and tutoring via McKinney-Vento Assistance Act. The Principal serves as the homeless liaison.

The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	N/A

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the SSD will take to obtain assistance if identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement. Note that the federal guidance indicates that in the case of direct-funded charter schools, the charter authorizer should play a role in providing this assistance.	
	Description of how the SSD is meeting or plans to meet this requirement:

If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	N/A Single School District Not a low-achieving school Currently the LEA is not identified as in need of program improvement. The school is making adequate yearly progress as defined by the Title I law.

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the SSD will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the SSD is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	N/A Single School District Not a low-achieving school Currently the LEA is not identified as in need of program improvement. The school is making adequate yearly progress as defined by the Title I law.
Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	N/A Single School District Not a low-achieving school Currently the LEA is not identified as in need of program improvement. The school is making adequate yearly progress as defined by the Title I law.

Additional Mandatory Title I Descriptions
(continued)

	Please describe the strategy the SSD will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."
	Description of how the SSD is meeting or plans to meet this requirement:
Describe the SSD's strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The following strategies for coordinating Title I and Title II programs to provide professional development opportunities for parent involvement and teacher and paraprofessional qualification will be implemented in order to coordinate and integrate instructional services: • Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results. • Administration and staff will pay attention to those topics and activities that have the greatest positive impact on a teacher's ability to accelerate the learning of students in the lowest performing groups • Professional development resources will be targeted where they are needed most and focused on improving student achievement. • The professional development system is built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student populations in teachers' classrooms (e.g. Title I, ELD students). • Selected professional development resources apply to particular under-performing student populations (e.g. English learners, students with disabilities, and major ethnic groups). • Materials adoption/selection, intervention approaches, and family and community relations are integrated with the professional development system. • Training on strategies to improve parent involvement, especially parents of immigrants and English learners. • State, federal, and local funds will be integrated to ensure that the district professional development plan includes technology-related activities linked to district and school trainings that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. • Provide intensive focused professional learning on how to accelerate students in the lowest-performing groups, student behavior management, addressing diverse student needs, and working with families within a standards-based system. • Parent training opportunities will be developed around programs designed to assist Title I students (e.g. Conflict Resolution Training, Family Literacy, Lights, Camera, Action - DVD movies).

Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the school and in their children's education.	

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services In the space below, please describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.	

	Description of how the SSD is meeting or plans to meet this requirement:
Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.	Program effectiveness and coordination of education services will be enhanced by: • The LEA will request student records, with parent c consent, for all students who have participated in preschool programs, special education programs, and limited English proficiency programs in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. • School staff will attend child study team meetings in order to to coordinate the services of all program (e.g. preschool, sp special education, ELL, and homeless).

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

ASSURANCES

To assure the SSD's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The SSD will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The SSD will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The SSD will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The SSD will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The SSD will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.

9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524.

10. The SSD will comply with the armed forces recruiter access provisions required by Section 9528.

TITLE I, PART A

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the SSD receives more than $500,000 in Title I funds, it will allow one percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.

13. Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Develop the school plan pursuant to California *Education Code* Section 64001 and Section 1114 and undertake activities pursuant to Section 1115 so adequate yearly progress toward meeting the State student academic achievement standards is made.

16. Fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an SSD that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act.

20. Develop and implement plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001*.*

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform the school community of the SSD's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 concerning factors that have significantly affected student achievement at the school.

24. Ensure, through the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress the school to determine whether it is making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111 (b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California *Education Code* Section 64001.

28. For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

TITLE I, PART D – SUBPART 2

30. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

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31. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

32. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The SSD, hereby, assures that:

- The SSD will comply with Section 9501 (regarding participation by private school children and teachers).

- The SSD has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The SSD will assure compliance with the requirements of professional development as defined in Section 9101 (34).

TITLE II, PART D

35. The SSD has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.

- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.

- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.

- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.

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- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.

- Collaboration with adult literacy service providers.

- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula

and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.

- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any SSD <u>that does not receive services at discount rates under section 254(h) (5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5))</u> hereby assures the SEA** that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
    - has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
    - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
    - Any SSD that <u>does</u> receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The SSD assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the SSD Plan.

39. The SSD will be accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

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40. The SSD is complying with Section 3302 prior to, and throughout, each school year.

41. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The SSD has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The SSD ensures that the programs will enable English Learners to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The SSD is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The SSD assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The SSD has a plan for keeping the school safe and drug-free that includes:

    • Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
    • Security procedures at school and while students are on the way to and from school.

    • Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

    • A crisis management plan for responding to violent or traumatic incidents on school grounds.

    • A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

        ○ Allows a teacher to communicate effectively with all students in the class.
        ○ Allows all students in the class to learn.
        ○ Has consequences that are fair, and developmentally appropriate.
        ○ Considers the student and the circumstances of the situation.
        ○ Is enforced accordingly.

50. The application and any waiver request under Section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The SSD assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The SSD has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents, teachers and administrative personnel, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the SSD.

53. The SSD will comply with this Part, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The SSD will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The SSD will annually evaluate the programs carried out under this Part, and that evaluation:

    * will be used to make decisions about appropriate changes in programs for the subsequent year;

    * will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

    * will be submitted to the SEA at the time and in the manner requested by the SEA.

<u>New</u> LEAP Assurances

56. Uniform Management Information and Reporting System: the SSD assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

    (i) truancy rates;

    (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

    (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

(iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the SSD assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The SSD will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The SSD assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

_____

Print Name of Superintendent

_____

Signature of Superintendent

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_____

Date

School Site Council Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply)*:

    ___ School Advisory Committee for State Compensatory Education Programs

    ___ English Learner Advisory Committee

    ___ Community Advisory Committee for Special Education Programs

    ___ Gifted and Talented Education Program Advisory Committee

    ___ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

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GAIL D. LEVINE   _____
Typed name of school principal   Signature of school
principal   Date

_____   _____
Typed name of SSC chairperson   Signature of SSC chairperson   Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

.1   **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i).)

.2   **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h) (C)(i).)

.3   **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

1.   **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

.2   **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

.3   **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3*: By 2005-2006, all students will be taught by highly qualified teachers.*

.1   **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA).

.2   **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in Section 9101(34).)

.3   **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in Section 1119(c) and (d).)

Performance Goal 4*: All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

.1   **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

 Performance Goal 5*: All students will graduate from high school.*

.1   **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:

   - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
   - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

.2   **Performance indicator:** The percentage of students who drop out of school:

   - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
   - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the SSD in developing this Plan:

- Academic Performance Index (API)
  http://www.cde.ca.gov/psaa/api/index.htm

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/demographics/coord/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/statetests/celdt/celdt.html

- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/statetests/cahsee/eval/eval.html

- California Standardized Test (CST)
  http://www.cde.ca.gov/statetests/index.html

- DataQuest
  http://data1.cde.ca.gov/dataquest/

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ope/sarc/

- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/statetests/star/index.html

- Guide and Template for the Single Plan for Student Achievement
  http://www.cde.ca.gov/nclb/sr/le/singleplan.asp

- Guide and Template for the Local Educational Agency Plan
  http://www.cde.ca.gov/nclb/sr/le/

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Web sites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < http://www.colorado.edu/cspv/blueprints/model/overview.html >(University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm >(Center for Substance Abuse Prevention: Model Programs)

D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)

E: < http://www.gettingresults.org/ > (Getting Results)

School-Based Programs

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
		Intended program outcomes and target grade levels. See research for proven effectiveness					
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,

Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12				x	x	C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C

Community and Family-based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C

Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):
The SSD must designate and list the research-based activities (strategies and activities developed by the SSD to supplement the science-based programs listed above) selected from below:

Research-based Activities	*Research Summaries Supporting Each Activity:*
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)

B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)

D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)

E: < http://www.gettingresults.org/ > (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8			x			A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D

Program	Grade/Target						
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B

Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

APPENDIX F

Appendix F: Sample School and Student Performance Data Forms

The following tables are included in Appendix F. These tables represent samples of ways to assist the school site council in representing and analyzing data and developing conclusions regarding improvement strategies:

- Table 1: Academic Performance by Ethnicity
- Table 2: Academic Performance by Grade Level
- Table 3: English-Language Arts Adequate Yearly Progress (AYP)
- Table 4: Mathematics Adequate Yearly Progress (AYP)
- Table 5: California English Language Development (CELDT) Data
- Table 6: Multi-Purpose

Table 1: Academic Performance by Ethnicity

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP																				
		All Students			White			African-American			Hispanic			Asian								
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#																					
	%																					
Number and Percent At Basic	#																					
	%																					
Number and Percent Below Basic	#																					
	%																					
Number and Percent Far Below Basic	#																					
	%																					
TOTAL NUMBER AND PERCENT	#																					
	%																					

Conclusions indicated by the data:

1.

2.

3.

Table 2: Academic Performance by Grade Level

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR _____STUDENTS																				
		Grade:____			Grade:____			Grade:____			Grade:____			Grade:____			Grade:____			Grade:____		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#																					
	%																					
Number and Percent At Basic	#																					
	%																					
Number and Percent Below Basic	#																					
	%																					
Number and Percent Far	#																					

Percent "Far Below Basic"	%																			
TOTAL NUMBER AND PERCENT	#																			
	%																			

Conclusions indicated by the data:
1.
2.
3.

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP																											
	All Students			White			African-American			Asian			Hispanic			English Learners			Redesignated -Fluent English Proficient			Socioecon Disadv			Students w/ Disabilities		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate																											
Number At or Above Proficient																											
Percent At or Above Proficient																											
AYP Target																											
Met AYP Criteria																											

Conclusions indicated by the data:

1.

2.

3.

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Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP																											
	All Students			White			African-American			Asian			Hispanic			English Learners			Redesignated -Fluent English Proficient			Socioecon Disadv			Students w/ Disabilities		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate																											
Number At or Above Proficient																											
Percent At or Above Proficient																											
AYP Target																											
Met AYP Criteria																											

Conclusions indicated by the data:
1.
2.
3.

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
Total											

Conclusions indicated by the data:
1.
2.
3.

Table 6: Multi-Purpose Form

Academic, Demographic, Grade Span, or Program Area:

_____

Level Achieved	DATA BY _____																										
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3

Conclusions indicated by the data:
1.
2.
3.