

(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): Crescent View West

County/District Code: 10-62547-0120535

Dates of Plan Duration (should be five-year plan): 2013-2014

Date of Local Governing Board Approval:

District Superintendent: Dr. Steve Gocke

Address: 42455 10th St. West, Suite 105

City: Lancaster Zip code: 93534

Phone: (661) 272-1225 Fax: (661) 945-2430

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.

Dr. Steve Gocke

Printed or typed name of Superintendent Date Signature of Superintendent

Mr. Armando Lopez

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

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Part I

Background and Overview

Background

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

Development Process for the Single School District Plan

Single School District Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

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 Retention² and School and Library Improvement Block Grant programs³ 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.

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

Categorical Program Monitoring (CPM)

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

Analyze Student Performance

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/tq/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>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

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 ConApp 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
	2. Seek input from staff, advisory committees, and community members
	3. Develop or revise performance goals
	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. 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	
	Title I, Part A		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		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		Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
	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	<i>Individuals with Disabilities Education Act (IDEA), Special Education</i>		English Language Acquisition Program
	21 st Century Community Learning Centers		Community Based English Tutoring
	Other (describe):		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				
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality		\$1,471		
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient		\$5,284		
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education		\$30,770		
21 st Century Community Learning Centers				
Other (describe)				
TOTAL		\$37,525		

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				
EIA – Limited English Proficient				
School and Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Mandated Block Grant New Charter School Supplemental Categorical		\$4,386 \$43,431		
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe) Special Ed. Mental Health		\$139,077 \$6,692		
TOTAL		\$193,586		

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.

Academic Performance

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

Teacher Quality

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.

School Safety and Prevention

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.

Mission and Vision

The mission of Crescent View West is to engage students who are no longer a part of the instructional plan offered by the traditional high school. Crescent View West equips students ages 14-22, with two kinds of literacy necessary in the 21st century – the ability to read, write, speak, and calculate with clarity and precision, and the ability to participate passionately and responsibly in the life of the community. CVW will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment, in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside CVW and will perform service to the greater community. CVW is committed to providing a safe, pleasant, and disciplined environment that is conducive to learning. Through ***Personalized Learning***, students in grades 9-12 will acquire the knowledge and skills necessary to become competent learners and responsible citizens in the 21st century.

Additionally, the mission of CVW is to prepare students to become active participants in a world of cultural diversity and rapid technological change. This mission is a challenge that has been taken by an aggressive administration that is currently engaged in an ambitious program of “authentic, standards-based reform” that “holds high expectations and provides high levels of support for all students, teachers, and educational leaders.” Through Personalized Learning, students are held to the highest academic standards, and given the nurturing required to reach those standards. Partnership among students, parents, and educators is the foundation of our program. All educators are encouraged to use innovative teaching methods. Our high expectations and individualized choices encourage students to become actively engaged, passionate learners. Graduates are prepared to successfully compete in the workforce, to attend colleges of their choice, communicate across gender, race, and socioeconomic complexities, and value service to others in society.

School Profile

Crescent View West is a public charter organization that offers a personalized educational program for those students who need an independent study approach in meeting academic needs. Typical students are those who have stopped going to their comprehensive high school, have not graduated, have adult responsibilities, need to make up classes in order to attain class-level status, or have unique scheduling needs that complicate the completion of their compensatory educational requirement. Many students merely work more effectively in an independent study environment. Regardless of the reason, CVW offers a uniquely structured academic program,

rigorously guided by the California Subject Area Content Standards, that provides a challenging yet highly individualized education for students.

CVWCS began with a grant of petition to the Mendota Unified School District (MUSD) Board of Education on June 8, 2005, established to serve students within the MUSD and beyond. Educational services are provided for students between grades 9 - 12 and those with special needs as designated by an IEP or Section 504. The school's co-founders were Dante Simi and Jeff Brown. The Charter School operated as a non-profit entity; by-laws and full organizational structure have been established. The school maintains three locations to serve the needs of the region, one location in Visalia, Mendota and in Fresno.

Plan for Student Success in a Standards-based System

CVW improvement plan is based on the following set of guiding principles:

- High standards are maintained; expectations for student performance increase over time.
- Massive investment is made in professional development delivered on the job.
- Early and continuing support is provided to students and is substantially increased to enable them to meet state content standards.
- Additional intervention is required for students who do not meet state content standards.
- Powerful instructional programs are implemented in reading and mathematics, which targets 1 on 1 intervention and tutoring.
- Timely parent notification and enhanced parent education and involvement are provided, especially for parents of at-risk students.
- Monitoring and accountability for policy implementation and student progress is in place.

The guiding principles provide an objective, supportive learning system that addresses the State content standards and provides consistency and improved learning opportunities in which both students and adults can experience a high level of success. It is within this reform infrastructure that CVW plans for the No Child Left Behind Act will unfold.

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, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- 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.

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

CVW conducts assessments to evaluate individual student progress and places students in appropriate support programs. Results are aggregated to evaluate the impact of key reform strategies on teacher effectiveness and student performance. SCANTRON assessments are well aligned with state content standards, curriculum frameworks, and implemented instruction. Performance assessments measure student ability to apply what has been learned to solving problems.

Literacy

SCANTRON assessment is administered to all students within the first three weeks of enrollment and every six months thereafter. The assessment is given individually to guide course instruction and identify student's ability in Reading and Language Arts. Students reading below the sixth grade level are assigned to Power Reading or Read 180 and additional tutoring.

Power Reading is an elective class designed to improve student's reading level, speed, and comprehension. Based on SCANTRON results, student can be assigned to one of three levels. This program is for students who are functioning below the sixth grade.

Power Writing is an elective class available to all 9th -12th graders. It is aligned to the State content standards and designed to help students with writing content, conventions, and comprehension.

CAHSEE Preparation Course is a priority for students who will be taking the high school exit exam. This course is supported by ELA and math study guides and diagnostic pre/post tests and is aligned with the State content standards in reading, writing, and comprehension.

Mathematics

The SCANTRON assessment in math is administered to all students within the first three weeks of enrollment and every six months thereafter. The assessment is given individually to guide course instruction and identify student's ability in math. Students who score below the fifth grade level are assigned to tutorials, which include math skills courses and math labs focusing on CST's.

Tutorials addresses State content standards and assess key number and operations concepts and basic problem-solving skills for students in grades 9-12. While it focuses on the basic skills that students are missing, it also prepares them for the CST and core level success.

End-of-Course Exams

CVW will be developing criterion-referenced, end-of-course exams that will be administered to students who are in the second semester of selected subjects in high school. During the 2012-2013 school year, end-of-course exams will be administered in Algebra I & II, Language Arts, Social Studies, and Science. The exams serve the following functions:

- Establish the effectiveness of the curriculum in each subject and inform classroom instruction.
- Ensure that course content area is focused on the state content standards in each subject area.
- Establish a common level of expected performance at CVW and provide a culminating experience for students.
- Inform grading to make the evaluation of student performance more consistent among teachers and across sites.
- Allow CVW to identify students who need additional support to be able to meet graduation requirements.

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

<p>SCHOOL GOAL # 1A (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) By June 2014, at least 50% of all students in grades 9-12 will school proficient or above on the ELA portion of the CST. All groups school-wide, EL, Hispanic, and SED Subgroups will show at least a 10% continuing growth over the next two years.</p>	
<p>Student groups and grade levels to participate in this goal: All Students in Grade level 9-12; School-wide, English Learners, Hispanics and Socio-economically disadvantage pupil groups.</p>	<p>Anticipated annual performance growth for each group: 35% of all students tested will score Proficient of Above in CST 80% of all students tested will pass the CAHSEE</p>
<p>Means of evaluating progress toward this goal: Monthly staff meetings will be scheduled for departments to work collaboratively to analyze student work samples for content, context and level of cognitions, analyze student academic progress towards mastery of CA standards, plan and modify instruction to address the needs based on the results of state, curriculum-embedded assessment data.</p>	<p>Data to be collected to measure academic gains: CST, CAHSEE, CELDT, Benchmarks, Unit-Midterm and final test</p>

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
<p>1. Alignment of instruction with content standards: CVW is in the process of creating a literacy department that will establish an infrastructure with literacy staff developers/administrator - to work with teachers to ensure that instruction is aligned with state content standards.</p> <p>a. Director will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to teach the standards (AB75) or (AB430).</p> <p>b. EnglishTeacher(s) – Teachers are providing additional reading</p>	<p align="center">Director <i>Ongoing</i></p> <p align="center">Reading Teachers</p>	<p align="center">AB 430 Training</p> <p align="center">Contract</p>	<p align="center">\$3,000 AB participant</p>	<p align="center">General Fund</p>

<p>instruction to help students become proficient on the CST and pass the CAHSEE.</p> <p>c. Teachers/staff will attend training in instruction as to best address the academic needs of students.</p> <p>d. Special Education Resource Teachers supplement special education services and ensure access to the general education curriculum in English language Arts and the use of supplemental materials for Special Education students.</p> <p>e. Teacher recruiting, hiring, and evaluation will focus on standards.</p> <p>f. Training – Will continue receiving training on Holt Literature Language Arts</p> <p>g. Develop strategies to identify and address English Learners’ challenges so that they can successfully meet state standards in English.</p>	<p>Staff</p> <p>Special Ed Director RSP</p> <p>Director <i>Ongoing</i></p> <p>Contract Providers <i>Ongoing</i></p> <p>Principal</p>	<p>Training attendance</p> <p>Contract Salary for Special Education</p> <p>General Duties</p> <p>Consultants</p> <p>Training, substitute cost</p>	<p>\$67,700</p> <p>\$3,000</p> <p>N/A</p> <p>N/A</p> <p>\$1000</p> <p>(\$125/per day) \$540</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a. CVW uses state recommended textbooks and other documents to guide instruction, curriculum, and assessments, and to ensure that students meet state content standards. Textbooks were selected based on recommendations of the sponsoring district.</p> <p>b. State approved Reading Intervention Program, READ 180, will be implemented for the improvement of Reading students.</p> <p>c. Map instruction to achieve Essential Standards and match with new ELA curriculum.</p> <p>d. End-of-Semester Assessments: CVW has developed an end-of-semester exam .</p>	<p>Director 2010-2011</p> <p>Principal</p> <p>Principal Teachers</p> <p>Teachers</p>	<p>Instructional Materials</p> <p>Supplemental Instructional Program</p> <p>Stipend for teachers writing curriculum</p> <p>Stipend for teachers</p>	<p>\$505,320</p> <p>\$10,000</p> <p>\$5,000</p> <p>\$2,000</p>	<p>Textbook Allocations General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>

		creating tests		
<p>3. Extended learning time: Students recommended for extended learning times are:</p> <p>a. Students reading below grade level, receive, as appropriate:</p> <ul style="list-style-type: none"> - tutoring - Power Reading courses based on reading level <p>b. Students who have not passed the CAHSEE receive additional tutoring hours for the exam</p> <p>c. Provide more focused instruction and/or increase student-teacher instructional contact</p> <p>d. Assign homework that will reinforce/enhance earlier strategies</p>	<p>Tutors</p> <p>Teachers <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p>	<p>Tutors salaries</p> <p>Stipend for tutoring</p> <p>N/A</p> <p>N/A</p>	<p>\$60,000</p> <p>\$10,000</p> <p>N/A</p> <p>N/A</p>	<p>General Fund</p> <p>General Fund</p> <p>N/A</p> <p>N/A</p>

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
<p>4. Increased access to technology: Implementation of the school's master Plan for Educational Technology:</p> <p>a. Extensive staff development for integrating technology into the curriculum.</p> <p>b. Word-processing and desktop publishing to support the writing process.</p> <p>c. A reading lab will be set aside specifically for students of the READ 180 program.</p>	<p>Teachers <i>Ongoing</i></p> <p><i>Director/staff developers</i></p> <p>Program Staff</p>	<p>Computer software</p> <p>Consulting fees, training costs</p> <p>Hardware, computers</p>	<p>\$10,000</p> <p>\$2,000</p> <p>\$9,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Focus on staff development:</p> <p>a. Teacher specialists in each subject area "peer-coach" their colleagues in standards-based instruction</p> <p>b. Selected teachers attend workshops/conferences; return and conduct staff development for their peers.</p> <p>c. Train all teachers to teach Reading, Writing, and Math</p> <p>d. Technology curriculum integration</p> <p>e. Provide time for teachers to work collaboratively to examine student work and determine what strategies to use to assure mastery of state standards and the materials needed to achieve goals</p> <p>f. Articulation/collaboration with Fresno County office of Education and local Universities.</p>	<p>Director</p> <p>Teachers</p> <p>Director/Teachers Staff</p> <p>Director <i>Ongoing</i></p> <p>Principal</p>	<p>AB 430 Training Workshops/ Conferences Workshops Consultant Substitute cost</p> <p>Regular duties</p>	<p>\$3,000</p> <p>\$8,000</p> <p>\$6,000</p> <p>\$1,000</p> <p>\$1,250 (\$125 per day = 10 days)</p> <p>N/A</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. Parents attend orientation with their child/children in order to complete the enrollment process; given information on school's policies and procedures; receive student/parent handbook;</p>	<p>Compliance Technicians <i>Teachers</i></p>	<p>Publishing Web Posting</p>	<p>\$2,000</p>	<p>General Fund</p>

<p>teachers contact parents and explain students' grades/scores.</p> <p>b. School Accountability Report Card contains student assessment data</p> <p>c. Staff, parents, and community are informed of improvement in English Language Arts through newsletters, brochures, and Web</p> <p>d. Parents receive a copy of CST and CAHSEE results each time their child/children take the tests.</p> <p>e. All correspondence sent home to parents are in English.</p> <p>f. Parents/guardians have the opportunity to be active participants on the Parent Advisory Committee.</p> <p>g. Parents/guardians receive mandatory phone calls monthly on student's performance.</p>	<p><i>Ongoing</i></p> <p>Principal Annually</p> <p>Principal Teachers</p> <p>Teachers</p> <p>Operations Dept.</p> <p>Principal Quarterly</p> <p>Teachers Ongoing</p>	<p>N/A</p> <p>Postage</p> <p>Postage</p> <p>Postage</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>\$500</p> <p>\$1,000</p> <p>\$1,000</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>N/A</p> <p>N/A</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</p> <p>Implement an EAP program to streamline transition from high school to Cal State/UC/JC campuses by establishing an A-G approved curriculum. Special Education teachers consult with core teachers.</p>	<p>Teachers Ongoing</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>8. Monitoring program effectiveness:</p> <p>a. Student achievement is measured using CST & CAHSEE (annually), SCANTRON (every 6 months), and course grades.</p> <ol style="list-style-type: none"> 1. review and analyze data of all assessments 2. monitor and assist with effective teaching strategies 3. organize and provide appropriate interventions and supports for students and teachers who are not performing at established school/State's level 4. Standards attainment; evaluations; observations; conference reports 5. Walkthroughs; evaluations; observations; conference reports <p>Data on student achievement are disaggregated by ethnicity, gender,</p>	<p>Resource Teacher</p>	<p>Contract</p>	<p>Contracted Salary</p>	<p>General Fund</p>

etc. and used to identify areas of instructional weaknesses/skills deficits				
9. Targeting services and programs to lowest-performing student groups:				
a. Lower performing students and students who are struggling get extra support for reading (one-on-one and in small groups)	Teachers, Tutors	Reteaching/Tutoring Courses	N/A	General Fund
b. Teachers receive professional development and coaching – using research-based strategies for the neediest students	Teachers, Tutors	Consultant’s fees	\$2000	General Fund
d. Students in 10-12 grades, who have not passed the CAHSEE must participate in the CAHSEE prep courses	Teachers, Tutors	General Duties	N/A	General Fund
	Teachers	Extended Hours	\$8,000	General Fund
10. Any additional services tied to student academic needs:				
a. CAHSEE Prep Elective and CST/Core standards tutorial: students receive elective credits;	Teachers <i>Ongoing</i>	Extended Hours	\$10,000	General Fund
b. Flyers are given to students regularly about jobs, careers, scholarships, colleges, Armed Services, community involvement, how to use the library;	Site Registrar	Regular Duties	N/A	General Fund
c. Students receive and have access to Internet + computer resources and guidance on how to use computer resources.	Teachers	Regular Duties	N/A	General Fund

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

<p>SCHOOL GOAL # <u>1B</u> (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) By June 2014, at least 25% of all students in grades 9-12 will school proficient or above on the ELA portion of the CST. All groups school-wide, EL, Hispanic, and SED Subgroups will show at least a 10% continuing growth over the next two years.</p>	
<p>Student groups and grade levels to participate in this goal: All Students in Grade level 9-12; School-wide, EL, Hispanic and Socio-economically disadvantaged student groups.</p>	<p>Anticipated annual performance growth for each group: 35% of all students tested will score Proficient or Above in CST 80% of all students tested will pass the CAHSEE</p>
<p>Means of evaluating progress toward this goal: Monthly staff meetings will be scheduled for departments to work collaboratively to analyze student work samples for content, context and level of cognitions, analyze student academic progress towards mastery of CA standards, plan and modify instruction to address the needs based on the results of state, curriculum-embedded assessment data.</p>	<p>Data to be collected to measure academic gains: CST, CAHSEE, CELDT, Benchmarks, Unit-Midterm and final test</p>

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
<p>1. Alignment of instruction with content standards: CVW has established a support structure to ensure that mathematics instruction 9-12 is aligned with state content standards.</p> <p>a. Principal will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to teach standards</p> <p>b. Math chairperson work with instructional leaders to provide</p>	<p align="center">Principal <i>Ongoing</i></p> <p align="center">Math Chairperson</p>	<p align="center">Training</p> <p align="center">Stipend for</p>	<p align="center">\$3,000/per participant</p> <p align="center">\$500</p>	<p align="center">General Fund</p> <p align="center">General Fund</p>

<p>professional development, coaching, and curriculum support for teachers in aligning instruction with content standards</p> <p>c. Teacher recruiting, hiring, and evaluation decisions will focus on standards</p> <p>d. Strategies to identify and address English learner challenges to successfully meet state standards in math, especially the academic language of math</p>	<p>Core Teachers <i>Ongoing</i></p> <p>Principal <i>Ongoing</i></p> <p>ELL Director <i>Ongoing</i></p>	<p>Chairperson</p> <p>Advertisement</p> <p>Salary</p>	<p>\$3,500</p> <p>n/a</p>	<p>General Fund</p> <p>General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>The school’s curriculum, State standards, and other documents guide instruction, curriculum, and assessment, and ensure that students meet state content standards.</p> <p>a. Each teacher and student will have access to textbooks and instructional materials that address state content standards</p> <p>b. Selection of consistent, high-quality curricula that ensures articulation of concepts and provides clear expectations for teachers to use instructional strategies that are appropriate and effective for the new materials.</p> <p>c. Students will reason, predict, evaluate, draw conclusions, and solve real-world problems.</p>	<p>Principal Teachers <i>Ongoing</i></p> <p>Director/teachers</p>	<p>Textbooks and supplemental materials</p> <p>Textbooks and materials</p> <p>Supplemental materials</p>	<p>\$505,320</p> <p>\$200,000</p> <p>\$22,858</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>3. Extended learning time:</p> <p>Students recommended for extended learning times are:</p> <p>a. Tutored appropriately at grade level, receive:</p> <ul style="list-style-type: none"> - Tutoring from teachers and tutors - Remedial courses based on math level <p>b. Students who have not passed the CAHSEE receive additional tutoring hours for the exam</p> <p>c. Provide more focused instruction and/or increase student-teacher instructional contact</p> <p>d. Assign homework that will reinforce/enhance earlier strategies</p>	<p>Teachers Tutors <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p> <p>Principal</p>	<p>Tutor’s and teachers’ hourly salary</p> <p>Stipend for tutoring</p> <p>Extended hours</p> <p>N/A</p> <p>Substitute Cost</p>	<p>\$10,000 \$9,500</p> <p>\$10,000</p> <p>\$9,500</p> <p>N/A</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>

e. CST review course for students in Grades 9-11	Staff <i>Ongoing</i>		\$200	General Fund
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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
<p>4. Increased access to technology: Technology tools and applications will be used in mathematics classes to:</p> <ul style="list-style-type: none"> • Extensive staff development for integrating technology into the curriculum • Integrate technology into curriculum • Acquire and practice fundamental knowledge and skills. • Demonstrate concepts, such as geometric constructions and graphical representations of relationships between variables • Access, collect, organize, and analyze quantitative data <p>Development of a computer lab – enrichment classes</p>	<p>Instructional Leaders Math Teachers</p>	<p>Equipment and Professional Development</p>	<p>\$30,000</p>	<p>General Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Professional development like AB 472 is scheduled during summer institutes for math teachers to strengthen their pedagogy, improve their use of the school’s curriculum and support materials, and increase their understanding of mathematics and state content standards.</p> <p>a. Monthly math department meetings</p> <p>b. Train all teachers in the scientifically based research programs to improve student achievement</p> <ul style="list-style-type: none"> - Explicit direct instruction with ELD, SDAIE, and differentiated teaching strategies - Provide time for teachers to work collaboratively to examine student work and determine what strategies to use to assure mastery of state standards, and needed materials to reach goals. <p>c. Articulation/collaboration with sponsoring district in areas of planning and training</p> <p>d. Establish articulation/collaboration with CSUF</p>	<p style="text-align: center;">Instructional Leaders Teachers</p> <p style="text-align: center;"><i>Ongoing</i></p> <p style="text-align: center;"><i>Ongoing</i></p> <p style="text-align: center;">Directors</p> <p style="text-align: center;">Teachers</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p>	<p style="text-align: center;">Staff Development Registration</p> <p style="text-align: center;">N/A</p> <p style="text-align: center;">N/A</p> <p style="text-align: center;">Student computer lab</p> <p style="text-align: center;">Substitute Cost</p> <p style="text-align: center;">General Duties</p> <p style="text-align: center;">General Duties</p>	<p style="text-align: center;">\$2,880</p> <p style="text-align: center;">N/A</p> <p style="text-align: center;">N/A</p> <p style="text-align: center;">\$8,046</p> <p style="text-align: center;">\$4,000</p> <p style="text-align: center;">N/A</p> <p style="text-align: center;">\$2,000</p>	<p style="text-align: center;">General Fund</p>

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. Parents attend orientation with their child/children in order to complete the enrollment process; given information on school's policies and procedures; receive student/parent handbook; teachers contact parents and explain students' grades/scores.</p> <p>b. School Accountability Report Card contains student assessment data</p> <p>c. Staff, parents, and community are kept informed of improvement in Mathematics through newsletters, testing results, brochures, and website.</p> <p>d. Parents receive a copy of CST and CAHSEE results each time their child/children take the tests.</p> <p>e. All correspondence sent home to parents are in English</p> <p>f. Parents/guardians have the opportunity to be active participants on the Parent Advisory Committee.</p> <p>g. Parents/guardians receive mandatory phone calls monthly on student's performance.</p>	<p>Principal Teachers <i>Ongoing</i></p> <p>Principal Ongoing</p> <p>Support Staff</p> <p>Supervisory Teacher</p> <p>Support Staff</p> <p>Core Teachers <i>Quarterly</i></p> <p>Teachers <i>Ongoing</i></p>	<p>N/A</p> <p>N/A</p> <p>Mailings</p> <p>N/A</p> <p>Mailings</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>\$600</p> <p>N/A</p> <p>\$600</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>General Fund</p> <p>N/A</p> <p>General Fund</p> <p>N/A</p> <p>N/A</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</p> <p>Implement an EAP program to streamline transition from high school to Cal State/UC/JC campuses by establishing an A-G approved curriculum. Special Education teachers consult with core teachers.</p>	<p>Supervisory Teachers</p> <p>Sp. Ed. Director</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>8. Monitoring program effectiveness:</p> <p>a. Lead teacher will report to principal with data from grades, Credit completion and test scores.</p>	<p>Lead Teacher/Principal</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a. Lower performing students and students who are struggling get extra support for math (one-on-one and in small groups.)</p> <p>b. Teachers receive professional development and coaching – using research-based strategies for the neediest students</p> <p>c. Students in 10-12 grades, who have not passed the CAHSEE must participate in specially designed CAHSEE prep courses</p> <p>d. All students must participate in CST/Core Standards tutorial</p>	<p>Core Teachers Tutors Teachers/Director</p> <p><i>Teachers/tutors</i></p> <p><i>Director/Teachers /tutors</i></p>	<p>Stipend for teachers and tutors</p> <p>Hourly cost</p> <p>Hourly cost Instructional materials (supplemental)</p>	<p>\$10,000</p> <p>\$10,000</p> <p>\$10,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>10. Any additional services tied to student academic needs:</p>				

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.*

<p>SCHOOL GOAL # <u>2</u> (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) By August of 2014, at least 70% of all students, school-wide and in all significant subgroups including English Learners and SED will school Proficient or above on the Reading Language Arts Portion of the CST. In addition, the same all students listed above will score Proficient or above on the mathematics Portion of the CST. All students will improve by at least a 5% on the CST assessments each year thereafter.</p>	
<p>Grade levels to participate in this goal: All Students in Grade level 9-12</p>	<p>Anticipated annual performance growth: 35% of all students tested will score Proficient of Above in CST 80% of all students tested will pass the CAHSEE</p>
<p>Means of evaluating progress toward this goal: CST Results on the ELA and Math portion of 2012, 2013 STAR Tests.</p>	<p>Data to be collected to measure academic gains: CST, CAHSEE, CELDT, Benchmarks, Unit-Midterm and final test</p>

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	<p>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 CVW does not receive any Title III funds.</p>				

	<p>2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ 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)) <p>CVW does not receive any Title III funds.</p>				
	<p>3. How the SSD will promote parental and community participation in LEP programs</p> <p>CW does not receive Title III funds; however, funding will be provided to promote parental and community participation in programs for EL students.</p> <p>The school will have an active District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) as appropriate.</p>				

	<p>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:</p> <ul style="list-style-type: none"> • English proficiency • Academic achievement in the core academic subjects <p>CVW has adopted materials from the State Approved list of adoptions, <u>High Point</u>, for ELL intervention, and ELD support materials. These materials meet the requirement for scientifically based research. These materials will assist the school in aligning curriculum and instruction to the State Standards. All students of CVW will have access to the core curriculum through a high-quality instructional program.</p> <p>Highly qualified teachers with appropriate authorizations will help ensure that students receive rigorous, high quality instruction to improve academic achievement and language proficiency.</p> <p>Professional development: Due to the uniqueness of our Independent Learning Approach. Training will include methodologies and strategies such as SDAIE and Understanding the Framework of Poverty to enhance the quality of planning and instruction to impact in a positive way the effect of EL student achievement.</p> <p>Provide supplemental materials in primary language for ELL when necessary and appropriate.</p> <p>The EL Coordinator supports teachers in providing meaningful access to the curriculum.</p>				
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Required Activities	<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <ul style="list-style-type: none"> 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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Allow	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
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	<p>1. Upgrade to program objectives and effective instructional strategies, if applicable</p> <p>CVW is committed to high student achievement based on the following premises (1) high-quality teaching makes a difference in student learning, (2) the professional education of teachers, staff developers, and administrators is a central factor in determining the quality of teaching, (3) school's structures and culture play a critical role in determining the quality of professional learning experiences of teachers, staff developers, and administrators.</p> <p>Funding for:</p> <ul style="list-style-type: none"> • Contract staff developers • Contract EL Coordinator • Textbooks and supplemental materials <p>Planning will be ongoing and long-term. Annual evaluations of school's data on multiple measures (e.g. CST, CELDT, CAHSEE, and unit/skills assessments from school's adopted curriculum) will drive program updates to ensure that the school is meeting the needs of all students. Evaluation will be conducted by the sponsoring district (Westside Elementary School District), ELD Coordinator and administrators from CVS. The evaluation will analyze disaggregated data, assess student progress, examine academic course content, evaluate intervention programs, and review supplementary materials.</p>				
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	<p>2. Any:</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students and/or b. intensified instruction <p>None at this time</p>				
	<p>3. How programs for English Learners are coordinated with other relevant programs and services.</p> <p>N/A</p>				
	<p>4. Any other activities designed to improve the English proficiency and academic achievement of LEP children</p> <p>The school's Technology Master Plan includes curriculum-related instructional technology as a major component. Technology tools support and strengthen the teaching-learning process. All students, including English learners, will have access to technology. The following areas included in the technology Master Plan will be supported:</p> <ul style="list-style-type: none"> • Computer applications for teacher productivity • Technology-use planning to assist integration of technology and curriculum • Multimedia applications • Internet access <p>Effective presentations and coaching</p>				

	<p>5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families –</p> <ol style="list-style-type: none"> 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 <p>Literature and recent research agree that students perform at higher levels when their parents take an active role in the educational process both at home and at school. The school may participate in the following support programs and activities as appropriate:</p> <ul style="list-style-type: none"> • DELAC/ELAC (created based on ELL population) groups will meet regularly to learn about the school’s programs, provide parent input, and sponsor various education involvement programs. • ESL classes for parents to help them support their children. • Literacy workshops to develop parental skills in order to reinforce literacy at home. • Develop partnership and collaborate with local colleges and universities in designing and providing professional development, and tutoring to develop proficiency in English. 				
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	<p>6. Efforts to improve the instruction of LEP children by providing for –</p> <p>a. The acquisition or development of educational technology or instructional materials</p> <p>The school’s Technology Master Plan includes curriculum-related instructional technology as a major component. Technology tools support and strengthen the teaching-learning process. All students, including English learners, will have access to technology. The following areas included in the technology Master Plan will be supported:</p> <ul style="list-style-type: none"> • Computer applications for teacher productivity • Technology-use planning to assist integration of technology and curriculum • Multimedia applications • Internet access • Effective presentations and coaching <p>b. Access to, and participation in, electronic networks for materials, training, and communication</p> <p>All students have access to current technology</p> <p>c. Incorporation of the above resources into curricula and programs</p> <p>Are reviewed annually and approved by school officials</p>				
	<p>7. Other activities consistent with Title III or EIA/LEP funds</p> <p>Extended activities may include:</p> <ul style="list-style-type: none"> - Translations into language of the family - Fieldtrips - Community Liaison - Additional conferences/training and professional development that support the academic, language and effective needs of English learners. 				

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	<ol style="list-style-type: none"> 1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> 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	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> 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 				
<p>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.</p> <p>Annual notification letter will inform parents of students already enrolled in school that their child will continue in one of the school's program for English Learners. For students who enroll after the beginning of the school year, this process will be completed within two weeks of being placed in an EL program.</p>					

<p>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.</p> <p>The school's procedure for parent notification of failure to make progress is established and implemented to meet NCLB guidelines. Annually, at a regularly scheduled public meeting, the Board of Directors receives a report from ELD Coordinator. Parents/guardians receive information through fliers, brochures, phone calls, and the Web.</p>				
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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.	N/A	N/A	N/A	N/A
	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 2013-14, 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
<p><i>Eliminating Emergency Teaching permits and waivers</i></p> <ul style="list-style-type: none"> • Credentialed teachers <ul style="list-style-type: none"> Multiple Subject Single Subject Internship Emergency permits • It should be noted that CVS has made considerable strides in reducing the number of emergency permits. (To date there are no teachers currently on emergency permits) <p><i>Increased Communication</i></p> <ul style="list-style-type: none"> • Bi-monthly faculty meetings are held to keep teachers informed on current policies, curriculum, and other administrative changes • Frequent emails inform teachers of upcoming test preparation classes and coursework opportunities <p><i>Staff Development</i></p> <p>Opportunity provided for staff development as needed.</p> <p><i>Reading</i></p> <p>CVS has made considerable progress in improving teacher quality in reading. Because of the increasing number of students enrolling</p>	<p>Training in common Core for core teachers in mathematics and English Language Arts.</p> <p>Training in the use of DataDirector and analysis of data.</p> <p>Training by textbook publisher to maximize curriculum.</p> <p>Explore ELA and Math intervention programs. Adopt and implement math intervention program and schedule appropriate and adequate staff in services.</p>

below the sixth grade level, all teachers are trained to teach and are teaching reading, mathematics and science.

CVS has CST/Core Standards tutorial and CASHEE Prep Classes to assist students in passing the State Tests in ELA & Math.

Tutors are available during school hours to assist students in Math.

More funding is needed to provide frequent staff development and training, and conferences and workshops especially with the adoption of the new curriculum and the requirement that all teachers teach reading.

More funding is required for ongoing professional development in Math and Science. Currently, an hour a month is not adequate to provide the training teachers need.

More funding is required to support training in the integration of technology in Math and Science.

Research has shown that the availability of educational technology promotes the use of collaborative learning, problem-based learning, expanded educational resources, and creativity, which is strategies that are important in science learning and teaching (Rakes et al., 1999).

Performance Goal 3: *By 2013-14, all students will be taught by highly qualified teachers.*

SCHOOL GOAL # 3

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

All students will be taught by Highly Qualified teachers as measured by successful completion of all NCLB requirements

Student groups and grade levels to participate in this goal:

All students in grades 9-12; School-wide, EL, Hispanic, SED students.

Anticipated annual performance growth for each group:

100% of teachers will be NCLB compliant by meeting or exceeding the minimum requirements. In addition all teachers have their CLAD certificate or Clearance to teach English Learners in California.

Means of evaluating progress toward this goal:

Teachers: Annual review of teachers credentials by Credential Analyst to ensure completion of HQT classification of all teacher. Review transcripts from college.

Tutors: Proof of passing paraprofessional exams or transcripts verifying credits earned in college.

Data to be collected to measure academic gains:

Documentation of Professional Growth courses taken.

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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:</p> <p>CVS professional development is organized and designed in a systematic way by the Principal and Curriculum Coordinator under the leadership of the Vice President of Education to meet the specific needs of teachers in each curriculum area based on student learning needs. Teacher learning of content knowledge and instructional strategies supports curriculum materials tied to state content standards. Professional development is aligned to State standards and is planned to provide clear expectations for student outcomes to teachers, principal and staff developer.</p>	<p>Principal Curriculum Coordinator Teachers</p>	<p>N/A Opposite shift (no cost) Regular Duties</p>	<p>N/A</p>	<p>N/A</p>

<p>All staff members have input into staff development activities. This is done through formal and informal data gathering, brainstorming, surveys of needs, and principal evaluations. Teachers are surveyed annually as part of the school's planning process.</p> <p>Student data are analyzed based on multiple measures to determine areas that need the most focus.</p> <p>Professional development is selected and designed based on staff strengths and needs in relation to students meeting high academic content standards.</p> <ul style="list-style-type: none"> • Teachers meet monthly to discuss programs and activities that help students meet the standards • Planned activities focus on differentiation for the higher order thinking skills contained in state grade level standards • Developing an awareness of and sensitivity to diversity • Gaining knowledge and understanding of various learning styles • Incorporating integrated approaches into instructional delivery • Employing diagnostic assessments to modify instruction and identify learning styles to support needs of students • Provide teachers with the appropriate resources • Integrating effectively new and emerging technology into lessons 	<p><i>Ongoing</i></p> <p>Teachers <i>Ongoing</i> Teachers <i>Ongoing</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>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:</p> <p>a. The Director and administrators meet regularly to review student assessment results, align teacher needs, and identify research-based strategies and curriculum</p> <p>Staff Development components are based on research but not limited to Eileen Warren (<u>Aiming High Toolkit</u>), Robert Marzano, Pickering, and Pollock (<u>Classroom Instruction That Works</u>), McTighe and Wiggins (backward design approach)</p> <p>In mathematics, the recommendations from the National Research Council's report <u>Adding It Up: Helping Children Learn Mathematics</u> (2001) noted that the integrated and balanced treatment of mathematical strands help guide the</p>	<p>Principal Teachers Staff</p> <p><i>Ongoing</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>school's development of teacher and student mathematical proficiency.</p> <p>Each component requires initial training as well as ongoing support for implementation process. Successful teachers and principal will serve as demonstrators and coaches for others in the implementation process.</p> <p>b. Instructional strategies are utilized that have been shown through research to be effective with all students as well as low-performing students, and in particular, students who are English Learners. The results of the research-based strategies are evident in that CVS students are achieving gains as per SCANTRON (testing every six months).</p> <p>c. Research-based curricula have been implemented, and teachers acquire research-based strategies as they learn to use the new curricula and school-provided support materials. For example, in literacy, the instructional materials require a balanced approach to teaching reading that includes learning skills and strategies, as well as studying literature and writing. A Science lab is being planned and the curriculum materials use inquiry-based pedagogy and content developed at research institutions with federal funding.</p> <p>d. New curricula are being implemented by the comprehensive integration of technology when appropriate and supported by state content standards. Research literature confirms that technology is most influential when integrated with curriculum assessment. For example, Algebra students use graphing calculators; science students use computer simulations and probes.</p>	<p>Curriculum Director, Resource Teacher</p> <p>See Above</p> <p>Teachers Ongoing</p>	<p>N/A</p>	<p>\$13,791</p>	<p>Title II</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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:</p> <p>Professional development activities are conducted in the context of broader school reform in CVS.</p> <p>All activities have demonstrated substantial, measurable, and positive impact on student academic achievement. The school's one hour per week for at risk students, presents the greatest academic challenge. In-services help teachers understand how to better teach students with backgrounds different from their own, and help change attitudes and raise expectations.</p> <p>The following criteria is used to determine the success of staff development:</p> <ul style="list-style-type: none"> √ How well does it focus on students meeting/exceeding key essential standards through the use of State-adopted/standards-based materials and formative assessment? √ How close to the instructional work of teachers is the professional development situated? √ To what degree is the system built on the strengths and needs of the student populations in the school? √ How well do selected professional development resources apply to particular under-performing student populations? <p>Technology training gives teachers the knowledge and skills to provide project-based learning to meet standards. A key component of all training is differentiation for students struggling to meet standards. Part of the training helps teachers focus on assuring that all students have access to technology.</p> <p>Ongoing data analysis points out the growth (or lack of growth) of the students. Staff development provides strategies for teachers to teach these needs. ELD strategies that content teachers will learn include:</p>	<p>Principal Staff</p> <p><i>Ongoing</i></p> <p>See Staff Development under Reading and Math</p> <p><i>Ongoing</i></p>	<p>N/A</p>	<p>\$3,000</p>	<p>General Fund</p>

<ul style="list-style-type: none"> • Instruction that develops students’ ability to use focused, academic language when solving problems or explaining strategies as a means for understanding concepts • Using drawings, diagrams, and charts to provide visual prompts for vocabulary • Designing assessments to scaffold language learning <p>Another broad reform strategy is to increase for students of all backgrounds the expectations for the courses they are required to take in high school.</p>				
<p>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:</p> <ul style="list-style-type: none"> • Identify professional development needs • Administrators, Principal, and staff will meet regularly to discuss the needs of the students. • Principal meets informally with administrators and staff from sponsoring district to share ideas. • Staff development activities are designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding strengths and needs of the student population in their courses. • Review the specifications for all; compare and contrast activities; direct the resources to activities that will improve teachers’ expertise and students’ achievement • Special Education teachers learn the curriculum along with other teachers, as well as additional supports and strategies to help Special Education students be successful with core curriculum. • Coordinate with SDE. • Consider research and evaluation findings 	<p>Administrators Principal Teachers</p> <p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>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:</p>				

<p>Address reading professional development needs:</p> <ul style="list-style-type: none"> Principal and administrators will use student assessments and walk-through observations to identify teacher needs. Staff development will be based on identified needs. Principal and experienced teachers will model/coach effective teaching strategies and instruction with attention to state content standards. AB 472 training for selected teachers who return and teach others. New teachers will participate in professional development specifically to meet their needs regarding the use of new curriculum and instructional strategies. 	<p>Principal Teachers</p>	<p>Training</p>	<p>\$800 per participant/ \$2400</p>	<p>General Fund</p>
<p>Address mathematics professional development needs:</p> <ul style="list-style-type: none"> Principal and administrators will use student assessments and walk-through observations to identify teacher needs. Staff development will be based on identified needs. Experienced teachers from Math Annex will model/coach effective teaching strategies and instruction with attention to content standards AB 472 training for selected teachers who return and teach others. New teachers will participate in professional development specifically to meet their needs regarding the use of new curriculum and instructional strategies. 	<p><i>Ongoing</i></p>			
<p>Address science professional development needs:</p> <ul style="list-style-type: none"> All students need access to a science lab Teachers will receive training and assistance with inquiry-based instruction. Science teacher (s) will participate in regional/national seminars and conferences to ensure that they stay current with research-based instructional strategies and curriculum content. 	<p><i>Principal</i></p>			
<ul style="list-style-type: none"> Analyze the needs of Principal and staff based on outside consultant and staff discussion Analyze students' assessment results to determine areas of need Provide opportunities and funding for professional 	<p>Consultant As needed</p>	<p>Observation and Input N/A</p>	<p>\$5,000 N/A</p>	<p>General Fund N/A</p>

<p>development seminars</p> <ul style="list-style-type: none"> Encourage teachers to attend university classes <p><u>Address Principal/Administrators professional development needs</u></p> <ul style="list-style-type: none"> Attend AB 430 training Monthly instructional workshops <p><u>Other teacher professional development needs:</u></p> <p>Encourage teachers to attend university classes and professional seminars.</p>	<p>Teachers <i>Ongoing</i></p> <p><i>Business Office</i></p> <p>Principal</p> <p>Principal <i>Ongoing</i></p> <p>Principal <i>Ongoing</i></p>	<p>Seminar fee</p> <p>N/A</p> <p>Monthly Training</p> <p>Cost to teachers</p>	<p>\$5,000</p> <p>N/A</p> <p>\$3,000/ participant</p> <p>Tuition</p>	<p>General Fund</p> <p>N/A</p> <p>AB75</p> <p>Teachers' Expense</p>
<p>6. How the SSD 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:</p> <p><u>CVW does not receive Federal funding.</u></p> <ul style="list-style-type: none"> However, CVW will phase in the integration of technology into all 	<p>Principal</p>	<p>Opposite shift</p>	<p>N/A</p>	<p>N/A</p>

<p>professional development described in #5 above. The focus of all technology staff development is to ensure the integration into the curriculum to help students meet standards.</p> <ul style="list-style-type: none"> Teachers will be assisted in increasing their personal technology proficiencies as listed in National Educational Technology Standards for Teachers (NETS-T) and California Technology Assistance project (CTAP). Teachers will be encouraged to develop an individual technology plan annually to build their tech skills. Determine needs of teachers and students Analyze SDE specifications Allot funds accordingly 	<p>Technology Leader Teachers</p> <p>Ongoing</p>	<p>training No Cost</p>		
<p>7. 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.):</p> <p><u>CVW does not receive Federal Funding</u></p> <ul style="list-style-type: none"> Computers are in the classroom; one site has a computer lab; another site will get a computer lab when funding is available. Then teachers will be able to integrate technology into instruction and curricula, and student can use technology for distance learning and research, practice and enhance skills in math and reading, and create projects. Teachers will participate in ongoing professional development in technology, including the creation of websites for student and parent communication. Institute mandatory graduation requirements in technology Increase students' access to Internet and computer electives <p>In science, students can demonstrate technology integration as an important instructional asset for meeting state content standards. Both students and teachers will become adept in the use of technology to:</p> <ul style="list-style-type: none"> Collect and analyze data; Access information from a variety of sources; Prepare finished documents/presentations to convey results 	<p>Teachers <i>Ongoing</i></p> <p><i>See Above</i></p> <p>Science Leader Teachers</p> <p><i>Ongoing</i></p>	<p>N/A</p> <p>N/A</p> <p>Science Lab</p>	<p>N/A</p> <p>N/A</p> <p>\$2,500</p>	<p>N/A</p> <p>N/A</p> <p>General Entitlement</p>

<ul style="list-style-type: none"> • Conduct simulations and observe visualizations that illustrate difficult concepts • Demonstrate grade-appropriate computer-based tools that support improved literacy, including Internet browsers and search engines, word processors, grammar and word coach software, graphic organizers, presentation applications, and a project-based lesson methodology that involves conducting Internet research and producing a document or presentation. <p>In mathematics, students and teachers use graphing calculators and software such as Fathom and Geometer’s Sketchpad as tools and sites for learning.</p> <p>Administrators will be encouraged to include a technology goal in their annual Administrative Work Plans to increase their personal proficiencies as established in the National Educational Technology Standards for School Administrators (TSSA).</p>	<p>Teachers</p> <p><i>Ongoing</i></p>	<p>N/A Opposite shift training No Cost</p>	<p>N/A</p>	<p>N/A</p>
<p>8. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the SSD Plan:</p> <p>Specialty teachers were selective from each of the core subjects and one representing electives. Collaborate and coordinate the collection of data.</p> <p>Feedback was based on ongoing programs and activities.</p> <p>Parent/student surveys.</p> <p>Administrators provided input.</p>	<p>Administrators Principal Teachers Parent/Student Survey</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. How the SSD will provide training to enable teachers to:</p> <ol style="list-style-type: none"> 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 				

<p>and appropriate interventions to help all students learn</p> <p>c. Involve parents in their child's education and</p> <p>d. Understand and use data and assessments to improve classroom practice and student learning</p> <p style="text-align: center;"><u>CVW receives no Federal funding.</u></p> <ul style="list-style-type: none"> • Currently, teachers are enrolled in credential courses at local universities at no cost to the school. When they encounter a concept or strategy that they are interested in, they share it. • All teachers and paraprofessionals participate in in-service and staff development training • Professional development addresses the implementation of new instructional materials and state content standards and is designed to provide knowledge and skills so that teachers are highly qualified and successful 	<p style="text-align: center;">Principal Teachers Paraprofessionals</p> <p style="text-align: center;">Ongoing</p>	<p style="text-align: center;">N/A</p> <p style="text-align: center;">Pay for own credential program</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>
<p>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Based on the needs of the school, allocations will be made for department chairs to attend core subject conference to maintain current instructional strategies and trends.</p>	<p>Principal/Lead Dept. chairs</p>	<p>Conferences Workshops</p>	<p>\$1,500</p>	<p>Title II Part A</p>

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
<ul style="list-style-type: none"> 1) The school's strategic plan for a positive school learning environment is based on resiliency factors and is aligned with effective approaches that create positive environments. e. Health courses are mandatory for all students. f. Teachers are also counselors so they know and counsel their own students. g. CVS has a strongly enforced and well-publicized progressive discipline policy. h. There is a clear set of emergency procedures and opportunities for practice drills. i. Continued training in child abuse detecting and reporting guidelines for all staff members. j. Administrators and staff support the view that emotional, psychological, and social needs of students are intrinsically related to academic achievement and promote this approach. k. Parents receive regular school mailings and the school's website provide informative data. l. A system is in place to identify truancy. m. Environment is conducive to learning: clean, well-maintained physical environment; with professional and helpful staff. n. There are extended activities that appeal to high-risk students who are most in 	<ul style="list-style-type: none"> 1) Counselor to work with growing number of students from dysfunctional families and others needing support to change behavior. 2) Structures and approaches are needed to involve more parents in school activities. 3) Opportunities need to be created and adopted school-wide for students to be able to participate in the decision-making process and to have a voice in school climate issues. 4) There needs to be more focus on the school's mission and vision. 5) More funding for drug intervention programs. 6) Funding for professional development to inform staff about available resources for drug and alcohol abusers.

need of the programs.	
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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
<ul style="list-style-type: none"> • Sensitivity to socioeconomic, ethnic, cultural, racial, linguistic, and developmental diversity • Clean, well-lighted and up-to-date facilities in good repair, capable of accommodating technology • Very effective code of conduct for parents, students, teachers, and administrators • Staff development addresses topics of school climate, and resiliency principles (caring, high expectations, and meaningful participation) for staff, parents, and members of the community • The school's Life Skills Instruction curriculum will be revised and further developed with on-going monitoring and evaluation effectiveness • Implementation of science lab to provide students with hands-on opportunities for learning • Staff will receive ongoing training in the appropriate use and implementation of positive behavioral interventions according to IDEA.

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
<ul style="list-style-type: none">• Zero tolerance for violation of rules• No known incidents of violence, alcohol, tobacco, and other drug use on campus• Safe school plans and crisis response plans are updated annually	<ul style="list-style-type: none">• Funding to provide monthly training/activities promoting parental involvement and how to prevent drug use and violence in the home• Risk Prevention Coordinator is needed to address planning, funding, and linkages to Congressional Budget Offices (CBO) services• Teacher training in strategies for integrating Alcohol, Tobacco, Other Drug Use and Violence (ATODV)

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) This is a 9-12 school. Crescent View West does not participate in “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:	5 th ___ % 7 th ___ %	5 th ___ % 7 th ___ %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th ___ % 9 th ___ % 11 th ___ %	7 th ___ % 9 th ___ % 11 th ___ %
The percentage of students that have used marijuana will decrease biennially by:	5 th ___ % 7 th ___ %	5 th ___ % 7 th ___ %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th ___ % 9 th ___ % 11 th ___ %	7 th ___ % 9 th ___ % 11 th ___ %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th ___ % 9 th ___ % 11 th ___ %	7 th ___ % 9 th ___ % 11 th ___ %

<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th — % 9th — % 11th — %</p>	<p>7th — % 9th — % 11th — %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by _____ from the current LEA rate shown here.</p> <p>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.</p>	<p>_____ %</p>	<p>_____ %</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: _/_/_ Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>

The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th — % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th — % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %

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 SIS Program/ReportWriter (Process to Collect Data)	Performance Indicator Goal	Baseline Data
CVW has a rigorous Health Course that covers drugs and alcohol abuse, in addition, to Life Skills activities.	Number of students in prevention activities	Required course for all students 9-12.

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.

LEA is not participating at this time.

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

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		
	Conflict Mediation/Resolution		
	Early Intervention and Counseling		
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
	School Policies		
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

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

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.

LEA is not participating at this time.

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.

LEA is not participating at this time.

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.

LEA does not receive TUPE.

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])

LEA is not participating at this time.

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.

LEA is not participating at this time.

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.

All parents are notified of all opportunities for joining and meeting with other parents and staff through the efforts of the Parent Advisory Committee. In addition, all parents are required to attend school on orientation day with their students for the purpose of becoming familiarized with the school, staff, and procedures. Parents are notified through mail, use of personal phones, and a one call system that uses a recorded message to go to all parents in a couple of hours. This last system keeps parents abreast of all events as well as a well composed newsletter.

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.

CVW does not receive any TUPE funding.

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 section 104420 [b](3))

Position/Title	Full time equivalent
Not funded	

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
<p>5.1 (High School Graduates)</p>	<p>a. Articulated required courses of study are in place in literacy, social studies, mathematics, and science that meet state content standards and enable students to meet or exceed the admissions requirements of the University of California system. Courses of study include four years of English, three of social studies, four years of math, two years of science.</p>	<p>All high school students</p>	<p>Principal Supervisory Teachers <i>Ongoing</i></p>	<p>Number and percent of students completing UC/CSU A-G requirements</p>	<p>General Fund</p>
	<p>b. High school four-year planning guides are completed together with students, parents, and teachers for each grade and is updated as needed. A copy of the graduation requirements is listed in the handbook.</p> <p>For students with disabilities, student</p>	<p>All high school students</p>	<p>Annually</p>	<p>Number and percent of students graduating who are prepared for their post-secondary plans</p>	<p>General Fund</p>

	<p>interests and needs will be identified and included in the development of the Individual Transition Plan to create a more meaningful and appropriate high school experience.</p>				
<p>5.2 (Dropouts)</p>	<p>The Principal at CVS receives student-by-student data that show which students are not meeting their grade level benchmarks on the way to graduation. The Director and teachers use the data to focus attention early in students' high school careers so that they have time to overcome their academic difficulties, earn their course credits, pass required assessment, and graduate.</p> <p>Students entering ninth and tenth grades who are performing below grade level and significantly below grade level on assessments are required to participate in Power</p>	<p>All at-risk high school students</p>	<p>Principal Semi-annually</p> <p>All during the year.</p>	<p>Number and percent of students in each grade who are on track for graduation.</p> <p>Rate of students who achieve at or close to grade level by the end of their courses.</p>	<p>General Fund</p> <p>General Fund</p>

	<p>Reading, Read 180 and CST/Core Standards tutorial for math and ELA. Students in 11th & 12th grades that are performing below grade level must participate in CAHSEE Prep courses for Math and ELA.</p> <p>Students earn elective credits towards graduation while getting extra time and assistance with building their skills for more advanced work in Grades 11 & 12.</p> <p>Students who fail one or more parts of the CAHSEE have the opportunity to take an integrated math and literacy CAHSEE prep course during the school day.</p>				
<p>5.3 (Advanced Placement)</p>	<p>N/A</p>				

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.

Crescent View West doesn't accept Title I funds.

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed. (For more information on Schoolwide, 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:
<p>For schoolwide 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:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide 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 	

<p>teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</p> <ul style="list-style-type: none"> • 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. 	
<p>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:</p> <ul style="list-style-type: none"> • 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. 	

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:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • 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. <p>Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</p>	
<p>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.</p>	
<p>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.</p>	

Additional Mandatory Title I Descriptions

(continued)

<p>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.</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:</p> <ul style="list-style-type: none"> • 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. 	

Additional Mandatory Title I Descriptions

(continued)

<p>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."</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>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.</p>	
<p>Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	

Additional Mandatory Title I Descriptions

(continued)

<p>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."</p>	
	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.	
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)

<i>Coordination of Educational Services</i>	
<p>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.</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>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:</p> <ol style="list-style-type: none"> 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. <p>Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.</p>	

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

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.
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.
 - 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 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)) 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 does 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.
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.

New 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.

Dr. Steve Gocke
Print Name of Superintendent

Signature of Superintendent

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**)
Parent-Advisory Committee

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: 5-6-13.

Attested:

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.*

- 1.1 **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).)
- 1.2 **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).)
- 1.3 **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.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **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.

- 2.3 **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.*

- 3.1 **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).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in Section 9101(34).)
- 3.3 **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.*

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

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

- 5.1 **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.
- 5.2 **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

Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev. Website
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:

<i>Research-based Activities</i>	<i>Research Summaries Supporting Each Activity:</i>
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							
<p>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.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
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 Burns	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
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: ____						
		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 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.

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 _____																								
	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	

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