

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): City Heights Preparatory Charter School

County/District Code: 37-68338-0124347

Dates of Plan Duration (should be five-year plan): July 1, 2012 to June 30, 2017

Date of Local Governing Board Approval:

District Superintendent: Marnie Nair

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City: San Diego

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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.

Marnie Nair

December 7, 2012

Printed or typed name of Superintendent

Date

Signature of Superintendent

Michael Dauphine

December 7, 2012

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/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- Adequate Yearly Progress (AYP) Reports – <http://www.cde.ca.gov/ta/ac/ay>

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
✓	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)
	<i>Individuals with Disabilities Education Act</i> (IDEA), Special Education		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		16,000	16,000	100%
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				
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient		0	0	0
Title III, Immigrants		0	0	0
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				
21 st Century Community Learning Centers				
Other (describe)				
TOTAL				

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)				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
TOTAL				

City Heights Preparatory Charter School is in it's first year of operations. Funding numbers above are estimated.

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.

The mission of City Heights Prep is to provide an excellent neighborhood-based college-preparatory education for middle and high school students in City Heights. It is our vision to see City Heights Prep graduates succeed in the college or university of their choice and be poised to become community leaders who work for positive change in City Heights and beyond.

City Heights Prep seeks to locate in East City Heights, San Diego, a neighborhood generalized by the zip code 92105. In a compact 2.5-square-mile area, 90,000 residents speak 30 different languages and 80 dialects, making City Heights the most densely populated and diverse neighborhood of San Diego. East City Heights is also a well known host to the refugee and immigrant community of San Diego.

City Heights Prep serves grades 6 to 12. City Heights Prep seeks to be a neighborhood school. As such, the student population is expected to match that of other public schools in our community. Therefore, we expect that:

- 100% of the student body will qualify for free or reduced meals
- 75% of the students will be English learners
- 10% of the students will qualify for special education services

We also expect the ethnic diversity of the school to reflect that of City Heights where:

- 13% of students are Asian, most of Cambodian or Vietnamese descent
- 13% of students are black, many of whom are refugees from East Africa
- 70% of students are Hispanic, the majority hailing from Mexico and Central America
- 3% of students are white

We also expect that the educational attainment of parents will reflect that of City Heights.

- One in five parents has not graduated from high school
- Another 28 percent have completed high school
- One in five parents finished a college degree

The student body at City Heights Prep is expected to be widely diverse and consist largely of English learners from low income and minimally educated families. Every aspect of our educational program has been designed to face these challenges and meet the specific learning needs of our community.

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.

City Heights Prep will administer all state and national tests as determined by the state and national testing schedule. These tests will demonstrate students' mastery of grade level content standards in each tested content area. The school will administer required tests as indicated on the following page.

City Heights Prep Testing Schedule by Grade

Grade	STAR	CELDT	Physical Fitness	CHSEE	(P)SAT	AP
6 th	√	*				
7 th	√	*	√			
8 th	√	*				
9 th	√	*	√			
10 th	√	*		√	*	*
11 th	√	*		√	√	*
12 th		*		√	√	*

√: Required test

*: Administered but not required test

In addition, a variety of internal assessment tools will be used to ensure that students are developing the academic, intellectual, and character skills necessary to maximize their potential in high school, college, and the world beyond. Internal assessments serve an essential role in better informing instructional practice and in communicating—to teachers, parents and students—growth in learning as well as areas of needed growth for students. The following are examples of measurement tools that will be used at the appropriate grade level(s) and at the indicated frequency to provide feedback regarding student progress in an ongoing manner:

Annual Administration

Advanced Placement Exams
 California English Language Development Test
 California High School Exit Exam
 California State Standards Exams
 Cumulative Final Exams
 PSAT
 SAT

Each Semester Administration

Progress in coursework
 Progress toward achieving Individual Education Plan (IEP) goals

Ongoing Administration

Attendance
 Classroom participation
 Computer-based assessments
 Conferences
 Discussion
 “Do Now” activities
 Homework
 Informal inventories
 Lab reports
 Peer review

Project-based learning
Research papers
Questioning
Running records
Self assessments
Student notebooks
Subject area monitoring
Tests and quizzes
Timed math drills
Writing assignments

City Heights Prep will regularly assess the effectiveness of our programs using a variety of assessment tools. These frequent and systematic assessments will provide the School Director/Principal and teachers with valuable data that will allow us to critique our academic program, adapt instructional approaches, and establish new goals to best serve our student population.

City Heights Prep will implement a student information system (SIS). All pertinent data will be stored in the school's SIS. This data will include the following: Average daily attendance (ADA), student grades, and cumulative academic records. Parents will be able to access this web-based system to track their child's academic progress at any time. Parents/guardians will be instructed in how to access the SIS at the beginning of each school year. Written reports outlining attendance, course grades and homework completion rates will be sent home on a quarterly basis and will require a parent/guardian signature.

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

<p>SCHOOL GOAL # 1 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) Through diagnostic instruction, City Heights Prep will enable every student—many who have limited English skills—to achieve at least grade-level proficiency in English, reading and math by the 9th grade so that they may successfully complete a rigorous college preparatory high school curriculum.</p>	
<p>Student groups and grade levels to participate in this goal: Students in grades 6 to 9 who are below grade level proficiency</p>	<p>Anticipated annual performance growth for each group: Increase in number of students scoring proficient or above on CST's</p>
<p>Means of evaluating progress toward this goal: CST, API, AYP, internal assessment tools</p>	<p>Data to be collected to measure academic gains: CST, API, AYP</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: a) Director will receive training on standards based instruction and supervise teachers to align instruction with the standards b) Text books and supplemental materials will align with the content standards</p>	Director Teachers	None	\$2,000	General Fund
<p>2. Use of standards-aligned instructional materials and strategies: The school will provide age appropriate curriculum from the state-adopted list for the core areas of history/social science, English/language arts, mathematics and science at each grade level. At City Heights Prep, every student accesses the core curriculum.</p>	Director Teachers	Purchase of Textbooks and Learning Materials	\$15,000 First Year/\$300 per each additional student in subsequent years	General Fund, Implementation Grant, Lottery-Instructional Materials

<p>3. Extended learning time: City Heights will implement an extended day and year schedule. Core instruction will take place on campus between the hours of 9:00 a.m. and 3:45 p.m. and will consist of 340 minutes of instructional time daily. For all students, additional support and learning opportunities will happen both before and after school.</p>	<p>Director Teachers</p>	<p>None-included in Teacher Contract Base Pay</p>	<p>\$0</p>	<p>N/A</p>
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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: It is expected that many students who enter City Heights Prep will be significantly below grade level in reading. Teachers at City Heights Prep will use a variety of materials and technologies as recommended by the California Department of Education and the College Board in order to improve student reading skills. Examples include:</p> <ul style="list-style-type: none"> • Computers, incorporating both software programs and the internet • Digital cameras, recorders and voice recording devices • Televisions, VCRs and DVD players and projection devices <p>In addition, City Heights Prep will utilize diagnostic supplemental literacy instruction.</p>	Director Teachers	Computers Software Internet Access	\$5,000	Implementation Grant, General Fund, Title I
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Professional Development is aligned with the standards-based instructional material. All staff will receive staff development on how to teach reading and writing across the curriculum. Ongoing and regular professional development opportunities focused on effective and diagnostic instruction, especially for reading and writing in the content area classroom, will be provided. Professional Development will be student focused and data driven in order to improve instructional practice.</p>	Director Teachers	Salary of Teachers for staff development time	\$3,000	Title II, Title I, General Fund
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>City Heights Prep provides access to all school documents in both English and Spanish. In addition, we have translators available at school events for parents who do not speak English. This year, translated languages have included Amharic, Arabic, Burmese,</p>	Director Staff Parents	Mailings	\$500	General Fund

<p>Karen, Kiziguwa, Persian, Somali, Spanish and Swahili</p> <p>Parents/guardians will be instructed in how to access the Student Information System at the beginning of each school year. All pertinent data will be stored in the school's SIS. This data will include the following: Average daily attendance (ADA), student grades, teacher and student schedules, internet usage guidelines and photo/video release information, and cumulative academic records.</p> <p>Written reports outlining attendance, course grades and homework completion rates will be sent home on a quarterly basis and will require a parent/guardian signature.</p> <p>There will be a Family Committee which will be comprised of parents and/or guardians and will be led by two elected family member representatives.</p>				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</p> <p>All students and parents must visit the school to enroll and at this time are provided with a tour and orientation. Once enrolled, families receive regular communication from teachers and the school in the form of notes, letters and phone calls. Parents are encouraged to visit the school at any time. All students participate in a 'Seminar' program in which a small group ±10 students meets with a mentor/tutor for a 40 minute period Monday through Thursday. The curriculum for this class is built around student needs and has addressed such topics as 'Conflict Management', 'Cultural Sensitivity' 'Hygiene for Adolescents', 'Organizing for School', etc. These mentoring groups will remain constant across the middle and high school years.</p> <p>Additional support and learning opportunities will happen both before and after school.</p> <p>In order to supplement classroom learning, broaden horizons, and support successful post-secondary transition, students in grade 12 will be required to complete a professional internship and a college/university course</p>	Director, Teachers	Salaries	\$10,000	Title I, General Fund

<p>8. Monitoring program effectiveness: Developing a comprehensive and clear picture of student progress/program effectiveness requires the use of a variety of measures.</p> <p>City Heights Prep will administer tests required by California's Standardized Testing and Reporting (STAR) program each year. These tests will serve as evidence of each student's mastery of grade-level content standards in reading. A testing coordinator will be appointed each year to manage the assessment process. Additional data—both quantitative and qualitative—will provide additional information in measuring student performance. Constant attention to performance as evidenced by this data will allow City Heights Prep educators to make modifications to curriculum, instructional strategies and individual student programs in response to students' learning needs.</p> <p>The goal at City Heights Prep is to have students meet or exceed the state's learning standards for each grade, as reported in achievement measures consistent with standardized assessments and other assessment tools. Each year, the school will use data from standardized tests to provide accountability, as well as to provide the administration, teachers, and parents with additional data to evaluate the effectiveness of its college preparatory program. Eventually, in addition to the data collected during a student's middle and high school years, City Heights Prep will record college-persistence and ultimately graduation rates for City Heights Prep graduates. In all circumstances, City Heights Prep will use data to drive instruction and to make strategic changes or additions to our academic and extra-curricular programs.</p>	Director Teachers	Cost of Administering Tests	\$2,000	General Fund
<p>9. Targeting services and programs to lowest-performing student groups: The following methods will be used to assist low performing students:</p> <ul style="list-style-type: none"> • Extended day and year to provide extra learning time • Diagnostic supplemental English and literacy instruction • Extensive small-group mentoring designed to provide academic support and build academic skills 	Director Teachers	Salaries	\$5,000	Title I

<p>10. Any additional services tied to student academic needs: City Heights Prep will center its curriculum on building a literacy-rich environment that builds academic literacy to ensure success in the content area classroom as follows:</p> <ol style="list-style-type: none"> 1. Daily dedicated reading time (DRT) that includes both students and staff 2. A full program of electives, field trips and extracurricular activities that supports background knowledge—a known contributor to vocabulary knowledge and hence reading ability 3. Ongoing professional development and implementation of research-based best-practices for adolescent literacy instruction in the content area classroom 	Director Teachers	None-included in Teacher Contract Base Pay	\$0	N/A
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Performance Goal 1B: *All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.*

<p>SCHOOL GOAL # 2 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) City Heights Prep students will exceed the average performance levels of students in schools with similar demographics in SDUSD on mathematics assessments</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>Grades 6 to 12</p>	<p>Anticipated annual performance growth for each group:</p> <p>Increase in number of students scoring proficient or above on CST's</p>
<p>Means of evaluating progress toward this goal:</p> <p>CST, API, AYP, internal assessment tools</p>	<p>Data to be collected to measure academic gains:</p> <p>CST, API, AYP</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: a) Director will receive training on standards based instruction and supervise teachers to align instruction with the standards b) Text books and supplemental materials will align with the content standards</p>	Director Teachers	None	\$2,000	General Fund
<p>2. Use of standards-aligned instructional materials and strategies: The school will provide age appropriate curriculum from the state-adopted list for the core areas of history/social science, English/language arts, mathematics and science at each grade level. At City Heights Prep, every student accesses the core curriculum.</p>	Director Teachers	Purchase of Textbooks and Learning Materials	\$15,000 First Year/\$300 per each additional student in subsequent years	General Fund, Implementation Grant, Lottery-Instructional Materials

<p>3. Extended learning time: There will be an extended learning day. Core instruction will take place on campus between the hours of 9:00 a.m. and 3:45 p.m. and will consist of 340 minutes of instructional time daily. For all students, additional support and learning opportunities will happen both before and after school</p>	<p>Director Teachers</p>	<p>None-included in Teacher Contract Base Pay</p>	<p>\$0</p>	<p>N/A</p>
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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: Teachers at City Heights Prep will use a variety of materials and technologies as recommended by the California Department of Education and the College Board in order to fully prepare college-ready students including computers and utilizing both software programs and the internet. These will include:</p> <ul style="list-style-type: none"> • Computers, incorporating both software programs and the internet • Digital cameras, recorders and voice recording devices • Graphing calculators • Laboratory science equipment and materials • Manipulatives • Research materials • Televisions, VCRs and DVD players and projection devices 	Director Teachers	Computers Software Internet Access	\$5,000	Implementation Grant, General Fund, Title I
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Professional Development is aligned with the standards-based instructional material. All staff will receive staff development on how to teach mathematics across the curriculum. Ongoing and regular professional development opportunities focused on effective and diagnostic instruction, especially for mathematics in the content area classroom, will be provided. Professional Development will be student focused and data driven in order to improve instructional practice.</p>	Director Teachers	Salary of Teachers for staff development time	\$3,000	Title II, Title I, General Fund
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Parents/guardians will be instructed in how to access the Student Information System at the beginning of each school year. All pertinent data will be stored in the school's SIS. This data will include the following: Average daily attendance (ADA), student grades, teacher and student schedules, internet usage guidelines and photo/video release information, and cumulative academic</p>	Director Staff Parents	Mailings	\$500	General Fund

<p>records.</p> <p>Written reports outlining attendance, course grades and homework completion rates will be sent home on a quarterly basis and will require a parent/guardian signature.</p> <p>There will be a Family Committee which will be comprised of parents and/or guardians and will be led by two elected family member representatives.</p>				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</p> <p>Every City Heights Prep student will participate in a tutorial in which small groups of students (goal of 10:1 student-teacher ratio) will meet for one period daily with a “tutor” or “advisor” (teacher, staff member or volunteer). These mentoring groups will remain constant across the middle and high school years. In addition to providing academic mentoring (<i>e.g.</i>, keeping track of student homework completion, making up poor grades), the curriculum for this class will consist of explicit instruction in academics-related skills (<i>e.g.</i>, goal setting, organizational skills, public speaking and academic writing) and in life skills (<i>e.g.</i>, financial literacy, job searching, appropriate professional etiquette and attire).</p> <p>Additional support and learning opportunities will happen both before and after school.</p> <p>In order to supplement classroom learning, broaden horizons, and support successful post-secondary transition, students in grade 12 will be required to complete a professional internship and a college/university course</p>	Director, Teachers	Salaries	\$10,000	Title I, General Fund
<p>8. Monitoring program effectiveness:</p> <p>Developing a comprehensive and clear picture of student progress/program effectiveness requires the use of a variety of measures.</p> <p>City Heights Prep will administer tests required by California’s Standardized Testing and Reporting (STAR) program each year. These tests will serve as evidence of each student’s mastery of grade-level content standards in mathematics. A testing coordinator will be appointed each year to manage the assessment process. Additional data—both quantitative and qualitative—will</p>	Director Teachers	Cost of Administering Tests	\$2,000	General Fund

<p>provide additional information in measuring student performance. Constant attention to performance as evidenced by this data will allow City Heights Prep educators to make modifications to curriculum, instructional strategies and individual student programs in response to students' learning needs.</p> <p>The goal at City Heights Prep is to have students meet or exceed the state's learning standards for each grade, as reported in achievement measures consistent with standardized assessments and other assessment tools. Each year, the school will use data from standardized tests to provide accountability, as well as to provide the administration, teachers, and parents with additional data to evaluate the effectiveness of its college preparatory program. Eventually, in addition to the data collected during a student's middle and high school years, City Heights Prep will record college-persistence and ultimately graduation rates for City Heights Prep graduates. In all circumstances, City Heights Prep will use data to drive instruction and to make strategic changes or additions to our academic and extra-curricular programs.</p>				
<p>9. Targeting services and programs to lowest-performing student groups: The following methods will be used to assist low performing students:</p> <ul style="list-style-type: none"> Extended day and year to provide extra learning time Diagnostic supplemental Mathematics instruction Extensive small-group mentoring designed to provide academic support and build academic skills 	Director Teachers	Salaries	\$5,000	Title I
<p>10. Any additional services tied to student academic needs: All students will receive three additional periods of math instruction each week.</p>	Director Teachers	None-included in Teacher Contract Base Pay	\$0	N/A

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 # 3 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>City Heights Prep students will demonstrate proficiency in all written & oral English language conventions for writing & speaking</p>	
<p>Grade levels to participate in this goal: Grades 6 to 12</p>	<p>Anticipated annual performance growth: At least 75% of returning EL students will exhibit an increase in score on the CELDT test.</p>
<p>Means of evaluating progress toward this goal: CELDT Scores</p>	<p>Data to be collected to measure academic gains: CELDT Scores Title III Accountability Report</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 Activities	<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</p> <p>With the expectation of enrolling many EL students, City Heights Prep seeks a teaching staff that has English Learner Authorization (ELA). All teachers will be well-versed and will employ research-proven strategies designed to help specific students at differing levels of English development become proficient in English and support them while learning content area curriculum.</p> <p>The supportive nature of the educational program at City Heights Prep is intentionally designed to allow EL students to receive the support necessary to advance their English proficiency. Examples of this include:</p> <ul style="list-style-type: none"> • Time allotted in the schedule for diagnostic supplemental English language instruction • Extended instructional time allowing EL students extra time to master course content • Small class size allowing for increased student participation leading to language Learning • A culture of cooperation that encourages students to help each other master both the English language and course content regardless of EL status • Extensive small-group mentoring designed to provide academic support and build academic skills • Ongoing and regular professional development opportunities focused on effective diagnostic instruction, especially for providing English language support in the content area classroom • A family and culture-friendly environment that provides students opportunities to build their English language abilities by sharing their expertise (culture and traditions) with other students in a shared common language (English) 	<p>Director & Teachers & Teacher Assistants</p> <p>On going</p>	Small Class Size & Increased Salaries	\$100,000	Title I, Title III, LCFF Supplemental Funds

	<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>Class size at City Heights Prep is limited to 32 students with 2 adults providing instruction in every middle school classroom. City Heights Preparatory Charter uses a State approved ELA curriculum. Middle School students participate in two 70 minute periods of English instruction each day. The first 70 minute period is focused on traditional ELA instruction. During the second 70 minute session receive individualized instruction in small groups which are based on proficiency level in reading, writing and spoken English. Because the majority of City Heights Prep students are either English learners or from families where English is not spoken, all staff utilizes strategies that are research-based for maximizing English learning. Students engage in 25 minutes of independent reading each school day. During this time, students select and read books at their independent reading level and conference regularly with their teacher for additional reading support.</p> <p>Students in need of additional support for language/literacy learning will also be offered the following opportunities.</p> <ul style="list-style-type: none"> • The opportunity to participate in a zero period Academic Literacy/Basic Skills course • The opportunity to serve as a reading buddy for a younger student • Students have the opportunity to receive extra assistance from a teacher during before and after school Study Hall/tutoring. 	<p>Director Teachers</p> <p>On going</p>	<p>Small Class Size & Increased Salaries</p>	<p>\$100,000 (included above)</p>	<p>Title I, Title III, LCFF Supplemental Funds</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 <p>With the expectation of enrolling many EL students, City Heights Prep seeks a teaching staff that has English Learner Authorization (ELA). All teachers will be well-versed and will employ research-proven strategies designed to help specific students at differing levels of English development become proficient in English and support them while learning content area curriculum.</p> <p>Ongoing attention to the student assessments will allow the school's teachers and administrators to critique the instructional program and to quickly adjust instructional practices, including the establishment of new goals and expectations to better serve the student population. Teachers will receive professional development and on-going feedback to improve quality of their informal and formal assessments and will be encouraged to consistently analyze and use data in ways that facilitate student achievement.</p>	<p>Director Teachers Consultants</p> <p>Ongoing</p>	Consultants for Professional Development	\$3,000	Title II, LCFF
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Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Upgrade to program objectives and effective instructional strategies, if applicable Annual review and revision of City Heights Prepeducational program and schedule	Director, Teachers, Assistant Teachers; Annual, completed by Sept 1	Included in Salaries	\$0	NA
2. Any: a. tutorials and academic or vocational education for LEP students and/or b. intensified instruction City Heights Prep offers before and after-school tutoring daily for all students, including LEP students. The School offers intensified instruction in English and math for all students, including EIs, until they reach basic proficiency.	Director, Teachers, Assistant Teachers; Continuous throughout school year	Included in Salaries	\$0	NA
3. How programs for English Learners are coordinated with other relevant programs and services All school programs and services are available to any student, regardless of language proficiency. The School Director monitors any additional programs and services to ensure this remains the case.	Director; Continuous throughout school year	Included in Salaries	\$0	NA
4. Any other activities designed to improve the English proficiency and academic achievement of LEP children				
5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families – a. To improve English language skills of LEP children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children The School's Family Committee Meetings are planned with an educational focus designed to benefit LEP children and families. In 2014-15, the School offered an "English Intensive" weeklong daycamp during a School break	Director, Staff, Teachers, Assistant Teachers Outreach Director Continuous throughout school year	Included in Salaries	\$0	NA

<p>6. Efforts to improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs <p>The School offers 1:1 laptops for student use. There is network access in all classrooms and each student has a school email/google apps account that includes a basic office suite. Students and families have access to course materials and grades in web-based classrooms and grading programs. The School has implemented a paper-reduced classroom environment to ensure that all teachers are implementing technology tools in the classroom.</p>	<p>Director, Staff, Teachers, Assistant Teachers</p> <p>Continuous throughout school year</p>	<p>Included in Salaries</p>	<p>\$0</p>	<p>NA</p>
<p>7. Other activities consistent with Title III or EIA/LEP funds</p>				

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

Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement 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. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation 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 in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child 	Direct, Testing Coordinator, Education Specialist, Teachers, Assistant Teachers Ongoing	Stipend to Test Administrator Mailings	\$1,200 \$500	LCFF LCFF

Required Activities	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <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>CELDT Tests will be administered annually to students identified as potentially EL based on prior records and a Home Language Survey.</p> <p>Parents of those children identified as EL will be notified by mail. They will be informed of the CELDT test scores which are the basis for the classification, the educational program will be described in detail, and the parent will be informed of their right to remove their child from this program.</p> <p>The parents will be notified annually by mail of subsequent CELDT test scores and progress made.</p> <p>City Heights Prep will reclassify students who meet the criteria on an annual basis. When students are determined Reclassified as Fluent English Proficient (RFEP), student and parents are required to sign the redesignation form to complete the process.</p>				
<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>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>					

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	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.</p> <p>The parents will be advised in use of the SIS online system to track student progress, receive triennial progress reports, and be notified by the teacher if their child has special learning needs. There will be a Family Committee whose goal is to make parents/guardians partners in the education of their children. Triennial Family Committee meetings are designed with a parent education topic.</p>	<p>Director, All Staff, Parents</p> <p>Ongoing</p>	Included in Salaries	\$0	NA
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.</p> <p>School staff participates in annual training related to the needs of immigrant children and youth</p>	<p>Director, Various consultant trainers/ All Staff</p> <p>Ongoing</p>	Included in Salaries	\$0	NA
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.</p> <p>Every student will be a member of a tutorial/mentoring group which will provide instruction in academic and life skills</p>	<p>Teachers, Assistant Teachers</p> <p>Ongoing</p>	Included in Salaries	\$0	NA
	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.</p> <p>City Heights Preparatory Charter uses a State approved ELA curriculum. The School offers 1:1 laptops for student use. There is network access in all classrooms and each student has a school email/google apps account that includes a basic office suite. Students and families have access to course materials and grades in web-based classrooms and grading programs. The School has implemented a paper-reduced classroom environment to ensure that all teachers are implementing technology tools in the classroom.</p>	<p>Director, All Staff</p> <p>Ongoing</p>	Curriculum & Educational Software	\$3,000	LCFF Funds

	<p>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.</p> <p>Students are provided with a binder/dividers, composition Books. Uniforms and bus passes will be provided to students as needed</p>	<p>Office Staff, Teachers, Assistant Teachers</p> <p>Ongoing</p>	<p>Bus Passes</p> <p>Uniforms</p>	<p>\$2500</p> <p>\$980</p>	<p>LCFF supplement funds</p> <p>Title III</p>
	<p>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.</p> <p>City Heights Prep's educational program is designed to provide each child with a strong relational connection with adults that care about their education. In addition, each child will be a member of a small mentoring group which will include acquisition of life skills needed to succeed in this country.</p>	<p>All staff</p> <p>Ongoing</p>	Included in Salaries	\$0	NA
	<p>8. 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.</p> <p>City Heights connects parents with community organizations that can assist them as needed. City Heights Prep staff includes a Community Outreach person whose primary role is building relationships with community-based organizations, institutions of higher education, private sector entities, or other entities, including those with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.</p>	<p>Director, Community Outreach Staff Member</p> <p>Ongoing</p>	Included in Salaries	\$0	NA

Performance Goal 3: *By 2005-06, 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>Within the provisions of the law and the mandates of No Child Left Behind (NCLB), City Heights Prep will meet all California credentialing requirements as they apply to charter schools in all academic core subjects. They must be considered "Highly Qualified" either by proof of successfully passing the CST multiple subject exams or through the High Objective Uniform State Standard of Evaluation (HOUSSE) survey process. Furthermore, all teachers who provide instruction to English Learners (ELs) must hold a CLAD or BCLAD (bilingual CLAD) certificate.</p> <p>Teachers work together to supplement the curriculum with their own innovations, research, and expertise</p> <p>City Heights Prep teachers have a working knowledge of both state standards and school outcome goals and are accountable to use them as markers to assess academic progress for each student.</p> <p>The Director provides continued training for teachers in order to attain educational excellence to meet and/or exceed California State content standards</p>	<p>Along with collaboration from the director, teachers will create a professional growth plan that is based on student achievement data and performance evaluation findings.</p> <p>Standards-based and replicable training opportunities will be identified and made available to each teacher and administrator on an annual basis.</p>

Performance Goal 3: *By 2005-06, 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:

Grades 6 to 12

Anticipated annual performance growth for each group:

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

Means of evaluating progress toward this goal:

Annual review of teachers credentials by Office Staff to ensure completion of HQT classification of all teachers. Review transcripts from college.

Data to be collected to measure academic gains:

CBEDS, API, AYP

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: City Heights will provide training for teachers that focuses on aligning instruction to state standards, developing assessments to measure progression the standards, and using data to identify interventions by students and standards. This training will be specific to grade levels and content areas.	Director/Teachers	Cost of Classes/Training provided by outside agencies	\$3,000	Title II, General Fund
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:	Director/Teachers	Cost of Classes/Training	See Above	Title II, General Fund

<p>Ongoing and regular professional development opportunities will be focused on effective and diagnostic instruction in the content area classroom.</p> <p>Teachers will receive professional development and on-going feedback to improve the quality of their informal and formal assessments and will be encouraged to consistently analyze and use data in ways that facilitate student achievement.</p> <p>Teachers will be encouraged to attend professional workshops and conferences focused on building content area knowledge and/or research-based best practices in other pertinent areas including, but not limited to, differentiating instruction and adolescent and academic literacy.</p>		provided by outside agencies		
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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>The staff will be trained to interpret data, and will be engaged in critical analysis of the data to determine how the school can address performance deficiencies or negative data trends. The data analysis will be tied to professional development on standards-based and differentiated instruction, so that teachers can enhance their understanding of individual student performance as well as overall class performance on specific subject strands and modify their instructional designs accordingly. In these ways, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.</p>	Director/Teachers	Cost of Classes/Training provided by outside agencies	See Above	Title II, General Fund
<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>	Director/Teachers	Cost of Classes/Training provided by outside agencies	See Above	Title II, General Fund

City Heights will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State and Federal academic achievement standards.				
<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>City Heights Prep will foster a collegial environment that both supports and expects teacher growth and excellence, evidenced by ongoing site-based professional development and weekly co-planning time built in to the school schedule. In addition, City Heights Prep will foster a culture of collaboration where teachers are regularly observed and coached, and where visits by administration, other teachers and parents will be the expected norm. Finally, teachers will be encouraged to attend professional workshops and conferences focused on building content area knowledge and/or research-based best practices in other pertinent areas including, but not limited to, differentiating instruction and adolescent and academic literacy. Teachers, faculty and staff will be informed of professional development opportunities through SDUSD, the County Office of Education, CCSA and other options that become known to the administration.</p>	Director/Teachers	Cost of Classes/Training provided by outside agencies	See Above	Title II, General Fund
<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>City Heights will not be applying for funds under Part D.</p>	NA	NA	NA	NA
<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>City Heights will not be applying for funds under Part D.</p>	NA	NA	NA	NA

<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>Each year, the City Heights Prep Board will approve a school accountability plan that sets goals and measures for student achievement, in order to measure the extent to which students demonstrate that they have attained the skills, knowledge, and attitudes specified in this charter petition. The Academic Accountability Committee of the Board will work closely with the School Director/Principal to ensure that students are making progress toward all goals and will hold the School Director/Principal accountable for student achievement. The School Director/Principal will consult with members of the Academic Accountability Committee, teachers, other school staff, parents, and students to select effective curricula, materials, and instructional strategies. This process will use student achievement results and research-proven best practices as the basis for changes in the school's educational program, always using the California State content standards as our foundation.</p>	Teachers, Staff, Parents, Students	NA	NA	NA
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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 and appropriate interventions to help all students learn Involve parents in their child's education and Understand and use data and assessments to improve classroom practice and student learning <p>a. For students who are academically low achieving City Heights will provide teachers with ongoing and regular professional development opportunities focused on effective and diagnostic instruction, especially for reading and writing in the content area classroom. Gifted and talented students-Teachers will be trained in the tools to identify these students and a program will be designed which will give the student opportunities to take Advanced Placement courses, participate in a specialized professional internship, and</p>	Director/Teachers	Cost of Classes/Training provided by outside agencies	See Above	Title II, General Fund

<p>complete university courses for credit while still in high school. English Learners-Teachers will be given ongoing and regular professional development opportunities focused on effective diagnostic instruction, especially for providing English language support in the content area classroom. Special Education Students-Teacher will receive ongoing and regular professional development opportunities focused on effective strategies for supporting learning for special education students in the general education classroom.</p> <p>b. City Heights will employ a school-wide pedagogical model that builds in constant review and reassessment of all students to identify any special needs.</p> <p>c. City Heights requires teachers to provide regular parent notification of students' progress and invitation to involvement.</p> <p>d. City Heights Prep will use the SIS to create a variety of reports on student achievement including disaggregated data by content strand, student subgroup, grade-level, and classroom. The staff will be trained to interpret data, and will be engaged in critical analysis of the data to determine how the school can address performance deficiencies or negative data trends. The data analysis will be tied to professional development on standards-based and differentiated instruction, so that teachers can enhance their understanding of individual student performance as well as overall class performance on specific subject strands and modify their instructional designs accordingly. In these ways, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.</p>				
<p>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The funds will be utilized to ensure that City Heights continues to employ teachers and paraprofessionals that meet the federal definition of highly qualified. They will also be used to provide teachers with ongoing support to ensure high teaching standards.</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
<p>City Heights prides itself in providing a small, safe, community-based school that offers parents peace of mind through regular and consistent home communication.</p> <p>We are a small school community, focused on building supportive relationships between students and adults with high expectations for their success.</p> <p>We create a safe and supportive learning environment and facilitate strong adult-student relationships through an emphasis on small class size, ideally a 20:1 student-teacher ratio in every class.</p> <p>Every student will participate in a "tutorial" mentoring group across the middle and high school years. In this context, students will learn to learn from their failures and take responsibility for their success as they receive academic mentoring and explicit instruction in academic and life skills.</p> <p>Through diagnostic instruction, City Heights Prep will enable every student—many who have limited English skills—to achieve at least grade-level proficiency in English, reading and math by the 9th grade so that they may successfully complete a rigorous college preparatory high school curriculum.</p>	<p>Education in the prevention of drug, tobacco, and alcohol use</p> <p>Sex Education</p> <p>Opportunities for students to participate in the decision-making process and to have a voice in school climate issues need to be created.</p>

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

Every student will participate in a "tutorial" mentoring group across the middle and high school years. In this context, students will learn to learn from their failures and take responsibility for their success as they receive academic mentoring and explicit instruction in academic and life skills.

Adults will form strong bonds with students and demonstrate an interest in each student's achievements.

Cross Cultural teachers are employed that can relate to the diverse cultural backgrounds of the students.

The focus of the curriculum will be rigor and relevance, with a dedication to meeting the needs of a heterogeneous student population in the context of a small and relational school environment. In keeping with this, City Heights Prep is committed to providing a supportive learning environment through small class size (with a planned 20:1 student-teacher ratio).

City Heights operates on an extended day, year round schedule. Research shows that academic motivation for at-risk adolescents is enhanced by strong relational connections with adults who care about their academic success. The City Heights Prep schedule creates a situation in which teachers and students spend more time together, more consistently and in which teachers are spread less thin in terms of the number of different students they work with each day. This model optimizes the relational aspect of the student-teacher interaction.

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
<p>Extended day, year round model</p> <p>Small mentoring groups which teach life skills as well as academic skills</p> <p>Strong adult/student bonds</p> <p>Regular communication with parents</p>	<p>More Community Resources</p> <p>Teacher training in strategies for integrating the prevention of Alcohol, Tobacco, Other Drug Use and Violence</p>

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

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

Prevention Program Performance Indicators (4115(a)(1)(B)):

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

First year of operations. Only sixth grade is currently being served. Seventh grade will be added in 2013-14.

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 na % 7 th na %	5 th na % 7 th na %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th na % 9 th na % 11 th na %	7 th na % 9 th na % 11 th na %
The percentage of students that have used marijuana will decrease biennially by:	5 th na % 7 th na %	5 th na % 7 th na %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th na % 9 th na % 11 th na %	7 th na % 9 th na % 11 th na %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th na % 9 th na % 11 th na %	7 th na % 9 th na % 11 th na %

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

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

Other Performance Measures

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

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data

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

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

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

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.

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.

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.

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])

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.

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.

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.

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

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

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

This section of the plan is intended to reflect the SSD's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the SSD's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

This page does not apply to districts with no secondary students.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<p>The overarching goal of City Heights Prep is to empower students to become self motivated, competent, and lifelong learners. Through diagnostic instruction, City Heights Prep will enable every student—many who have limited English skills—to achieve at least grade-level proficiency in English, reading and math by the 9th grade so that they may successfully complete a rigorous college preparatory high school curriculum. Every City Heights Prep graduate will complete all the A-G requirements for college entry and will complete both a professional internship and one college course as a graduation requirement.</p> <ul style="list-style-type: none"> • We will create a safe and supportive learning environment and facilitate strong adult-student relationships through an emphasis on small class size, ideally a 20:1 student-teacher ratio in every class. 	All	All Staff Ongoing	Number and percent of students completing UC/CSU A-G requirements	Title I, General Fund

<p>5.2 (Dropouts)</p>	<ul style="list-style-type: none"> • Reducing the dropout rate by providing support to help students navigate the transition between middle and high school, especially in the face of a radical shift in both the type and amount of academic work required in secondary school. • A focus on building English academic language skills through diagnostic and individualized instruction provided by highly skilled teachers in a small class setting (Our goal is to provide a 20:1 student-teacher ratio). • Providing a small, safe, community-based school that offers students and parents peace of mind through regular and consistent home communication. • Academic motivation for at-risk adolescents is enhanced by strong relational connections with adults who care about their academic success. The City Heights Prep schedule creates a situation in which teachers and students spend more time together, more consistently and in which teachers are spread less thin in terms of the number of different students they work with each day. This model optimizes the relational aspect of the student-teacher interaction. • Every student will participate in a “tutorial” mentoring group across the middle and high school years. In this context, students will learn to learn from their failures and 	All	All Staff Ongoing	Number and percent of students that drop out	Title I, General Fund
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	take responsibility for their success as they receive academic mentoring and explicit instruction in academic and life skills.				
5.3 (Advanced Placement)	<p>High achieving students be identified through standardized test scores (e.g. California Standards Test scores of “advanced”), their course performance (a grade of A), performance on basic skills tests and teacher observation. Progress assessment for all students will be regular and ongoing throughout the school year. The diagnostic and individualized nature of the instructional program at City Heights Prep offers many opportunities to provide additional learning opportunities for high achieving students:</p> <ul style="list-style-type: none"> • Supplemental literacy and math instructional time allowing for advanced learning opportunities • Small class size and mentoring allowing individualized learning extension through advanced project work • A culture of collaboration that allows advanced students to deepen their understanding through providing support to other students • Opportunities to take Advanced Placement courses, participate in a specialized professional internship, and complete university courses for credit while still in high school 	All	All Staff Ongoing	Number and percent of students enrolled in AP courses	General Fund

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

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "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>All of City Heights Prep's student and school outcome goals align with state standards. These goals will be continually refined and developed to reflect the needs of City Heights Prep students. California content standards will be implemented throughout the curriculum, including standards-based benchmarks for learning at all grade levels. As federal legislation or local interpretation of the legislation changes, we will revise our goals as appropriate. City Heights Prep teachers will have a working knowledge of both state standards and school outcome goals are accountable to use them as markers to assess academic progress for each student. Each year, the City Heights Prep Board will approve a school accountability plan that sets goals and measures for student achievement. . The Academic Accountability Committee of the Board will work closely with the School Director/Principal to ensure that students are making progress toward all goals and will hold the School Director/Principal accountable for student achievement. The School Director/Principal will consult with members of the Academic Accountability Committee, teachers, other school staff, parents, and students to select effective curricula, materials, and instructional strategies. This process will use student achievement results and research-proven best practices as the basis for changes in the school's educational program, always using the California State content standards as our foundation. City Heights Prep may modify student outcome goals annually based on changes to state and/or federal accountability goals. Such changes in student outcome measures will be approved by the school's Board of Directors.</p>

<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>City Heights Prep is a site-based, extended day program. All students are expected to attend school daily and follow a prescribed schedule. Core instruction will take place on campus between the hours of 9:00 a.m. and 3:45 p.m. and will consist of 340 minutes of instructional time daily. For all students, additional support and learning opportunities will happen both before and after school. City Heights Prep will operate on a modified block schedule. In this schedule, the school day is extended in order to allow for extended class periods that meet daily and for a full school year. At City Heights Prep each core class period will consist of 70 minutes of instructional time. This schedule provides research-proven benefits</p> <ul style="list-style-type: none"> • More instructional time allows for ‘deep’ conceptual learning to take place, which shorter periods often do not allow for. • Students also show better retention for new learning when instruction is more consistent. Coupled with a year-round schedule, daily instruction will provide the optimal environment for student learning. • Finally, academic motivation for at-risk adolescents is enhanced by strong relational connections with adults who care about their academic success. The City Heights Prep schedule creates a situation in which teachers and students spend more time together, more consistently and in which teachers are spread less thin in terms of the number of different students they work with each day. This model optimizes the relational aspect of the student-teacher interaction. <p>The Board of Directors shall define specific employee minimum qualifications that shall include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • Commitment of time, energy, and effort in developing City Heights Prep’s program • Belief in the basic philosophy of emphasizing a college preparatory curriculum • Commitment to working with parents as educational partners • Strong, written and verbal communication skills • Knowledge of the developmental needs of students • Awareness of the social, emotional and academic needs of the students • Ability to plan cooperatively with other staff • Willingness to continue education through additional courses and training, workshops, seminars and staff development • Active participation in faculty meetings • Focus on working closely with City Heights Prep faculty by providing any
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	<p>information regarding a student's behavior change, attitude and/or classroom performance</p> <ul style="list-style-type: none"> • Take a leadership role in some aspect of City Heights Prep's development <p>Within the provisions of the law and the mandates of No Child Left Behind (NCLB), City Heights Prep will meet all California credentialing requirements as they apply to charter schools in all academic core subjects. They must be considered "Highly Qualified" either by proof of successfully passing the CST multiple subject exams or through the High Objective Uniform State Standard of Evaluation (HOUSSE) survey process. Furthermore, all teachers who provide instruction to English Learners (ELs) must hold a CLAD or BCLAD (bilingual CLAD) certificate.</p> <p>City Heights Prep will foster a collegial environment that both supports and expects teacher growth and excellence, evidenced by ongoing site-based professional development and weekly co-planning time built in to the school schedule. In addition, City Heights Prep will foster a culture of collaboration where teachers are regularly observed and coached, and where visits by administration, other teachers and parents will be the expected norm. Finally, teachers will be encouraged to attend professional workshops and conferences focused on building content area knowledge and/or research-based best practices in other pertinent areas including, but not limited to, differentiating instruction and adolescent and academic literacy. Teachers, faculty and staff will be informed of professional development opportunities through SDUSD, the County Office of Education, CCSA and other options that become known to the administration.</p> <p>City Heights will have a Family Committee comprised of parents and/or guardians and led by two elected family member representatives. Its primary objective will be to assist the school in achieving its mission and to raise funds to support school activities. Since parents are partners in the education at City Heights Prep, they are encouraged to actively participate in the decision-making processes of the school. Every enrolled family will automatically be a member of this group and will be welcome and encouraged to participate in meetings and activities. It will be the largest governance advisory group of City Heights Prep</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	NA

State's challenging academic standards. The description should include activities such as:

- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
- Instruction by highly qualified teachers.
- Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
- Strategies to increase parental involvement.

<p>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.</p>	
	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>	NA
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.	NA
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.	NA

Additional Mandatory Title I Descriptions

(continued)

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

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

Please describe the actions the SSD will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

	Description of how the SSD is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	NA
Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	NA

Additional Mandatory Title I Descriptions

(continued)

Please describe the strategy the SSD will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

	Description of how the SSD is meeting or plans to meet this requirement:
Describe the SSD's strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	<p>The selection and development of a highly qualified staff is essential in providing a quality education to the students. Strategies for recruitment include: 1) outreach to local teacher-training universities within San Diego County such as the University of San Diego, National University, CSU San Diego, University of California, San Diego, and other local independent/community colleges; 2) posting on the Edjoin.org, MonsterTrak.com, and careers Internet bulletin board that service universities both locally and nationally; 3) advertisements placed in local newspapers such as the Union-Tribune; 4) California Charter School Association and Charter Schools Development Center web sites; 5) word-of-mouth recruitment.</p> <p>Prospective teachers complete an application. This allows applicants to be screened for minimum qualifications, including the NCLB requirements of 'highly qualified' which includes an undergraduate degree in the subject to be taught and a valid single subject credential in the subject to be taught from the California Commission on Teacher Credentialing (CTC). Applications are screened and selected applicants are invited for an interview to determine their fit with City Heights's student population and educational program needs,</p>
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.	<p>A Family Committee will be formed which will consist of and be run by parents/guardians of the students. This group will be invited to be a part of the decision making process at City Heights.</p> <p>Parents will have access to and be trained in the use of the SIS system, which will include student grades/scores and attendance records. Parents will be invited to observe and evaluate teachers.</p> <p>Teachers will advise parents of any special needs their child may have including low achievement, high achievement, English learner, and special education needs.</p>

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>	
	Description of how the SSD is meeting or plans to meet this requirement:
<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> <ul 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>	<p>Programs are not offered under a through e.</p> <p>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> <p>100% of our student body is free/reduced lunch and 86% of our student body is limited-English proficient, all of these students being refugees. The majority of the remaining students are immigrants. Nine percent are special education students. Therefore, our entire program is built around meeting the needs of an at-risk population.</p> <p>We provide instruction at a 13:1 student/teacher ratio. All curriculum is multi-sensory, with emphasis placed on visual representations accompanying written/oral English whenever possible. Students receive 350 minutes instruction per week in English. English language learners receive focused English language instruction targeted to their ability level. Students also receive 350 instruction per week in math, with instruction also targeted to ability level.</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 Ap

pendix 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.

Marnie Nair

Print Name of Superintendent



Signature of Superintendent

December 07, 2012

Date

School Site Council Recommendations and Assurances

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

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

____ School Advisory Committee for State Compensatory Education Programs

____ English Learner Advisory Committee

____ Community Advisory Committee for Special Education Programs

____ Gifted and Talented Education Program Advisory Committee

____ Other **(list)**

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

Attested:

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: ModelPrograms)

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

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 ReductionProgram	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 PreschoolProject	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 PreventionProgram	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
AI'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				x		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D

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

APPENDIX F

Appendix F: Sample School and Student Performance Data Forms

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

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

Table 1: Academic Performance by Ethnicity

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

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

Table 2: Academic Performance by Grade Level

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