(Rev 3-07)
California Department of Education
School and District Accountability Division

(CDE use only)

Application #	

No Child Left Behind Act of 2001

SINGLE SCHOOL DISTRICT PLAN

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

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

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

SSD Plan Information:

Name of Local Educational Agency (LEA): Richmond College Prep

County/District Code: 07617960110973

Dates of Plan Duration (should be five-year plan): Revision July 1, 2016 to June 30, 2021

Date of Local Governing Board Approval: June 8, 2016

District Superintendent: Peppina Liano

Address: 1014 Florida Avenue

City: Richmond Zip code: 94804

Phone: 510 235 2066 Fax: 510 778 1334

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.

Peppina Liano	6/8/2016	
Printed or typed name of CEO	Date	Signature of CEO

David B. Rosenthal	6/8/2016	
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 Retention[2] and School and Library Improvement Block Grant programs[3] operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

Composition of School Site Council

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

- The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;[4] parents of

[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

students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.

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

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

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

Categorical Program Monitoring (CPM)

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 RCP 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	
X	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	X	After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	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)

	Individuals with Disabilities Education Act (IDEA), Special Education		English Language Acquisition Program
	21st 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	N/A	$118,539	$118,539	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	N/A	$816	$816	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	N/A	$16,496	$16,496	100%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				
TOTAL	N/A	$135,851	$135,851	100%

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	N/A	$112,500	$112,500	100%
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	N/A	$112,500	$112,500	100%

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.

Description

Richmond College Preparatory Charter School ("RCP") is an open enrollment public school that opened its doors in August 2006, operating in the West Contra Costa School District in Contra Costa County.

RCP is currently serving grades K-6. RCP is providing an environment that expects strong academic growth for students as well as promoting the importance of good character and citizenship.

Population and Demographic Data

The School's location allows it to serve students in Richmond who attend Program Improvement schools and who are struggling with reading, writing, and oral language skills. The school has approximately 86% of its student population classified as economically disadvantaged socioeconomic status and qualify for Free/Reduced Lunch with the majority of the students representing African-American and Hispanic ethnicities.

Total enrollment in the first year, 2006-07 school year, was approximately 40 students in grades Pre-K and Kindergarten, The school continued to grow and currently has a population of 442 students.

Unique Qualities of the School

RCP fosters an environment of respect, caring and a commitment to academic and creative excellence. We create a secure environment for our students, based upon self-esteem, self-respect and upon concern and respect for others. Students freely learn when encouraged to explore and take risks and are involved in creative and critical thinking processes.

We recognize the need for an innovative approach to education in the community in which we are located. To this end, we continue to achieve in this environment because we: (1) Focus on individual students in order to address their needs and capabilities; (2) Create a holistic environment addressing students' academic, social, and emotional needs; and (3) Identify and nurture students' talents.

We recognize that students learn in different ways and that an effective academic program must recognize and respond to these differences. Therefore, we use curriculum and instruction that:

- *Are results-oriented*. What students learn is what matters most, and it is the foremost responsibility of the school to assist every student to achieve academically.
- *Have high standards*. We believe in the potential of every student and have high expectations for the achievement of all.
- *Teach to all students*. In all of our classes, teachers design and differentiate lessons for students at all levels of proficiency.
- *Produce self-reliant learners*. Our goal is to transition students who are well rounded, inquisitive, thoughtful, concerned for others, devoted to and knowledgeable about democratic principles, and intellectually autonomous. We graduate students who are articulate, ethical, healthy, and prepared for further learning.

Mission Statement

> **To change our community through education, by providing preschool and elementary school academic services, resulting in grade appropriate achievement, cultural enrichment, and positive character**.

RCP was founded for the purpose of providing its students with an exceptional educational experience in an outstandingly supportive environment. The academic activities for students are coupled with high expectations of excellence in each of them. Individual needs are met through small group instruction, and variety of enrichment activities.

Vision Statement

> **To close the achievement gap, by eliminating the inequalities of education in the Iron Triangle and Richmond at large.**

RCP believes intellectually challenging and emotionally nurturing educational environments are the basis for student success and productive citizenship. RCP is dedicated to providing such an environment for children in Richmond, California, at the Richmond College Prep K-6 charter school. RCP demonstrates that all children, no matter what their circumstances, can be highly educated and successful citizens if they are provided rigorous educational programs and adequate social support. We support both children and their families to ensure that all our children are well educated and productive community members.

Summary

RCP provides an all-encompassing approach to student education and development. Each part of the school's common core standards based curriculum and its research based outcome approach to assessment provides students with an innovative and unique experience that will give them success not only in the classroom but also throughout their life.

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

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

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

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

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

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

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

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

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

Student progress toward stated outcomes is assessed via the following:

Methods to Assess Student Progress Towards Outcomes	
OUTCOME Proficiency in:	**ASSESSMENT**
English/Language Arts	▪ California English Language Development Test (CELDT) ▪ California Measurement of Academic Performance and Progress (CalMAPP) based on the Smarter Balanced Assessment System (SBAS) ▪ Use of common core state standards- aligned benchmark assessments throughout the year ▪ Developmental Reading Assessment (DRA) and Teachers' College Running

	Record Assessments ▪ Classroom based tests, quizzes, homework assignments, assessment measures, portfolios ▪ Embedded assessments contained within common core standards based curriculum
Mathematics	▪ CalMAPP based on the SBAS ▪ Use of standards-aligned benchmark assessments throughout the year ▪ Embedded assessments contained within standards based curriculum ▪ Classroom based tests, quizzes, and homework assignments
Lifelong Learner	▪ Teacher observations and narratives ▪ Student self-evaluations
Character Skills	▪ Mindful Life Program – observation by staff of students interweaving into the classroom curriculum ▪ ToolBox ▪ RCP Core Values program ▪ Teacher observations and narratives ▪ Student self-evaluations

Performance Goal 1A: ***All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2015-16***

Planned Improvement in Student Performance in Reading -

Description of specific actions to improve student achievement in **Reading** and the goals stated above**:**	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: The following actions will ensure that reading and language arts instruction are fully aligned with common core standards: A. Every teacher has created a grade level specific plan that addresses the state standards per subject, and gives time frames for the progress and accomplishment of each standard. B. Teachers receive training on implementation of standards based curriculum. Prior to the beginning of the school year, teachers and instructional aides participate in one week of professional development, including training on curriculum, instruction, classroom management and technology. This training and support continues throughout the year to identify where changes and improvements need to be made. C. Ongoing observation of teachers to ensure common core content standards are being addressed is completed by the administration team. Full coaching cycles are done at least once year with each teacher. D. RCP administration and staff develop a coherent and comprehensive professional development plan for the year.. E. Teachers use ongoing assessments embedded in the standards based curriculum, as well as benchmark results, to ensure each student is progressing at grade level.	Administration, Teachers, Consultants, Ongoing	A. No Extra Costs B. No Extra Costs C. No Extra Costs D. No Extra Costs E. No Extra Costs F. No Extra Costs G. Consultants and materials	A. N/A B. N/A C. N/A D. N/A E. N/A F. N/A G. $50,000	A. N/A B. N/A C. N/A D. N/A E. N/A F. N/A G. LCFF

G. Teachers participate in ongoing training in the Lucy Caulkins writing program, which includes individual coaching for each teacher.				
2. Use of standards-aligned instructional materials and strategies: A. RCP currently uses *Reading Street* in all grade levels for reading. B. Teacher lesson plans make explicit reference to standards that are being taught and these lesson plans are reviewed on a weekly basis. C. Administration provides professional development for teachers to ensure that all teachers are adhering to common core standards-aligned materials and strategies.	Administration, Teachers Ongoing	A. No Extra Costs B. No Extra Costs C. No Extra Costs	A. N/A B. N/A C. N/A	A. N/A B. N/A C. N/A
3. Extended learning time: A. RCP's bell schedule model and instructional calendar provides 65-70,000 minutes of instructional time per year for all grades for all students, compared to Education Code section 33126(b)(15) which requires 50,400 minutes. The RCP model allows extra instructional minutes for both struggling and high-achieving students. B. Student intervention programs are embedded throughout the school's core curriculum. Additional help is provided through the extended learning program, during after-school hours, Saturday classes and summer school. (see E). D. The staff promotes communication among teachers and students through daily assignments and availability after school. The assessment results from the regular school day inform the support students receive in the after-school program. Parents are contacted in a timely manner regarding academic progress through parent/teacher conference, and meetings as needed.	Teachers, instructional aides, tutors Ongoing	A. No Extra Costs B. No Extra Cost C. No Extra Costs D. No Extra Costs E. Extended learning program: salaries, and materials	A. N/A B. N/A C. N/A D. N/A E. $259,000	A. N/A B. N/A C. N/A D. N/A E. ASES LCFF

E. In the after school program, students receive one hour of homework support from the Instructional Aide, who works in their classroom. Saturday School sessions focusing on math/science/ELA are provided as needed. Summer school has a reading intervention strand.				

Description of specific actions to Improve Student Achievement in **Reading** and the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: A. Technology is incorporated into the use of state-adopted textbooks and common core standards-aligned and supplementary materials. B. Internet is used to locate and access information for instruction and student research. C. Students will have access to computers on campus. RCP continues to purchase Chrome books for student use to achieve a one per student ration. Currently there is one per student in grades 5 and 6; and one per two students in grades K – 4. D. RCP uses I-Ready computer assisted instruction that aligns with common core standards.	Administration, teachers, trainers Ongoing	A. No Extra Costs B. No Extra Costs C. Chrome Books D. I-Ready Costs	A. N/A B. N/A C. $150,000 D. $16,000	A. N/A B. N/A C. LCFF D. LCFF
5. Staff development and professional collaboration aligned with standards-based instructional materials: A. Teachers receive one week of professional development on standards' based instruction, school culture, and classroom management prior to the beginning of the school year. Professional development during this week includes grade level collaboration. B. RCP conducts in-services throughout the school year. There are weekly grade level collaboration meetings, grade level chair meetings and Lead Teachers meetings which focus on effective instruction and implementation of standards- based materials, in addition to implementing data cycles of improvement, planning and discussing standards-based instruction and character based activities among classrooms.	Administration, teachers Ongoing	A. PD materials B. Teacher stipends C. No Extra Costs D. No Extra Costs E. Consultants and materials	A. $816 B. $16,250 C. N/A D. N/A E. $50,000	A. Title II B. LCFF C. N/A D. N/A E. LCFF

C. Teachers have 2 professional growth days throughout the year. D. New teachers are part of the *Beginning Teacher Support Assessment* program and receive ongoing assessment and support. E. Using consultants, RCP will implement the Lucy Caulkins' writing program, with whole school training, followed by individual coaching				
6. Involvement of staff, parents, and community (including notification procedures, and interpretation of student assessment results to parents): A. RCP employs a Director of School Culture, who serves as a liaison between the school and student familes. In addition to her responsibilities over school climate and culture, she provides home visits and organizes parent and community events and activities at the school. Parent meetings include explanations of notification procedures and how to interpret student assessment results. B. Student testing results are shared with parents of students as part of the ongoing communication process and part of the parent-teacher conferences that occur two times per school year, and more frequently when deemed necessary. C. In addition to the formal communication between families and the school (*e.g* parent-teacher conferences, home visits, letters etc.), parents are informed by phone of any immediate concerns or needs from the school. D. All information for parents is provided in Spanish as well as English.	Administrators, teachers Ongoing	A. Director, School Culture B. No Extra Costs C. No Extra Costs D. No Extra Costs	A. $102,000 B. N/A C. N/A D. N/A	A. LCFF B. N/A C. N/A D. N/A

7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): A. Students are monitored through the use of both formative and summative assessments to identify where there is a need for additional services. Additionally, RCP uses Illuminate as the schools standards-based benchmark assessments. B. Differentiated instruction is used to foster successful learning by adapting instruction to meet students' needs, including differentiated styles, interests and abilities. C. Small group instruction will be used to provide targeted intervention instruction. The lessons are structured so that students respond frequently, allowing teachers to monitor responses and modify instruction as needed. D. Formal and informal early-intervention strategies will assist low-performing students, so RCP students will perform at or above common core standards. E. RCP students transition out of the RCP preschool program so that they are prepared for RCP's rigorous academic standards. Parents from the RCP Preschool program participate in a kindergarten orientation. F. Parents and teachers are part of Student Success Teams (SST) that meet regularly to guide the school career of relevant students, including the successful transition out of RCP. G. Because of RCP's educational philosophy and Vision, students will be well-prepared academically to transition out of RCP into middle school. Sixth grade students participate in middle school visits.	Administrators, teachers Ongoing	A. No Extra Costs B. No Extra Costs C. No Extra Costs D. No Extra Costs E. No Extra Costs F. No Extra Costs G. No Extra Costs	A. N/A B. N/A C. N/A D. N/A E. N/A F. N/A G. N/A	A. N/A B. N/A C. N/A D. N/A E. N/A F. N/A G. N/A
8. Monitoring program effectiveness: A. All staff meets regularly to discuss embedded assessments in the common core standard based	Administrators, teachers Ongoing	A. No Extra Costs B. No Extra Costs	A. N/A B. N/A	A. N/A B. N/A

curriculum used by RCP. B. Teachers use data from assessments to design learning plans for students, to inform instruction, to monitor student and program progress and to drive ongoing program improvements. Throughout the year, staff will discuss assessment data in regular staff meetings. C. Administrators and teachers will regularly analyze assessment data to inform instructional strategies. This will be accomplished as part of scheduled staff meetings. D. The I-Ready program includes diagnostic tools that will be used to analyze how each student is progressing. E. Board members, administrators, teachers, and parents will review the SSD plan annually. The plan will be updated based on feedback and analysis of student performance on state and local assessments.		C. No Extra Costs D. No Extra Costs E. No Extra Costs	C. N/A D. N/A E. N/A	C. N/A D. N/A E. N/A

9. Targeting services and programs to lowest-performing student groups: A. Instructional aides help ensure that each student will receive individual attention, so early intervention is possible if a student is struggling. Every classroom has a full-time instructional aide to assist the teacher in providing differentiated instruction. B. Teachers will conduct assessments embedded in the curriculum and will assess on an ongoing basis. Students scoring below grade level in reading will receive extra help from teachers and instructional aides through additional individual and small group instruction, both during and after school. C. Analysis of reading and English language scores will be used to create a more targeted action plan to address gaps in reading skills. D. Differentiated instruction will be utilized, and formative assessments will guide this instruction. Students receive daily Guided Reading instruction. E. SST teams are used as needed to assist students. Student Improvement Plans (SIP) are used as a precursor to the SST.	Administrators, teachers, instructional aides Ongoing	A. Salaries: Instructional Aides B. No Extra Costs C. No Extra Costs D. No Extra Costs E. No Extra Costs	A. $728,000 B. N/A C. N/A D. N/A E. N/A	A. Title I; LCFF B. N/A C. N/A D. N/A E. N/A
10. Any additional services tied to student academic needs: Students are a part of ongoing programs that assist the in their academic needs, as well as assisting in mind/body health and character development, including Toolbox and Mindful Life.				

Performance Goal 1B: ***All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2015-2016.***

Planned Improvement in Student Performance in Mathematics

Description of specific actions to Improve Student Achievement in **Mathematics** and RCP the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: The following actions will ensure that math instruction are fully aligned with common core standards: A. Every teacher has created a grade level specific plan that addresses the state standards per subject, and gives time frames for the progress and accomplishment of each standard. B. Teachers receive training on implementation of standards based curriculum. Prior to the beginning of the school year, teachers and instructional aides participate in one week of professional development, including training on curriculum, instruction, classroom management and technology. This training and support continues throughout the year to identify where changes and improvements need to be made. C. Ongoing observation of teachers to ensure common core content standards are being addressed is completed by the administration team. Full coaching cycles are done at least once year with each teacher. D. RCP administration and staff develop a coherent and comprehensive professional development plan for the year.. E. Teachers use ongoing assessments embedded in the standards based curriculum, as well as benchmark results, to ensure each student is progressing at grade level.	Administration, Teachers, Ongoing	A. No Extra Costs B. No Extra Costs C. No Extra Costs D. No Extra Costs E. No Extra Costs	A. N/A B. N/A C. N/A D. N/A E. N/A	A. N/A B. N/A C. N/A D. N/A E. N/A

2. Use of standards-aligned instructional materials and strategies: A. RCP uses *EngageNewYork* curriculum and supplemental materials in all grade levels for Math. B. Teacher lesson plans make explicit reference to standards that are being taught and these lesson plans are reviewed on a weekly basis. C. Administration provides professional development for teachers to ensure that all teachers are adhering to common core standards-aligned materials and strategies.	Administration, Teachers, Ongoing	A No Extra Costs B. No Extra Costs C. No Extra Costs	A. N/A B. N/A C. N/A	A. N/A B. N/A C. N/A
3. Extended learning time: A. RCP's bell schedule model and instructional calendar provides 65-70,000 minutes of instructional time per year for all grades for all students, compared to Education Code section 33126(b)(15) which requires 50,400 minutes. The RCP model allows extra instructional minutes for both struggling and high-achieving students. B. Student intervention programs are embedded throughout the school's core curriculum. Additional help is provided through extended learning, after-school hours, Saturday classes and summer school (see E). D. The staff promotes communication among teachers and students through daily assignments and availability after school. The assessment results from the regular school day inform the support students receive in the after-school program. Parents are contacted in a timely manner regarding academic progress through parent/teacher conference, and meetings as needed. E. In the after school program, students receive one hour of homework support from the Instructional Aide, who works in their classroom. Saturday School sessions focusing on math/science/ELA are provided as needed.	Teachers, instructional aides, tutors Ongoing	A. No Extra Costs B. No Extra Costs C. No Extra Costs D. No Extra Costs E. Extended learning program: salaries, and materials	A. N/A B. N/A C. N/A D. N/A E. $259,000	A. N/A B. N/A C. N/A D. N/A E. ASES LCFF

Description of specific actions to Improve Student Achievement in **Mathematics** and RCP the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: A. Technology is incorporated into the use of state-adopted textbooks and common core standards-aligned and supplementary materials. B. Internet is used to locate and access information for instruction and student research. C. Students will have access to computers on campus. RCP continue to purchase Chrome books for student use to achieve a one per student ration. Currently there is one per student in grades 5 and 6; and one per two students in grades K – 4. D. RCP uses I-Ready computer assisted instruction that aligns with common core standards.	Administration, teachers Ongoing	A. No Extra Costs B. No Extra Costs C. Chrome Books D. I-Ready Costs	A. N/A B. N/A C. $150,000 D. $16,000	A. N/A B. N/A C. LCFF D. LCFF
5. Staff development and professional collaboration aligned with standards-based instructional materials: A. Teachers receive one week of standards' based instruction, school culture, classroom management prior to the beginning of the school year. Professional development during this week includes grade level collaboration. B. RCP conducts in-services throughout the school year. There are weekly grade level collaboration meetings, grade level chair meetings and Lead Teachers meetings, which focus on effective instruction and implementation of standards- based materials, implementing data cycles of improvemen, planning and discussing standards-based instruction and character based activities among classrooms.	Administration, teachers Ongoing	A. No Extra Costs B. Teacher stipends C. No Extra Costs D. No Extra Costs	A. N/A B. $16,250 C. N/A D. N/A	A. N/A B. LCFF C. N/A D. N/A

C. Teachers have 2 professional growth days throughout the year. D. New teachers are part of the *Beginning Teacher Support Assessment* program and receive ongoing assessment and support.				
6. Involvement of staff, parents, and community (including notification procedures, and interpretation of student assessment results to parents): E. RCP employs a Director of School Culture, who serves as a liaison between the school and student families. In addition to her responsibilities over school climate and culture, she provides home visits and organizes parent and community events and activities at the school. Parent meetings include explanations of notification procedures and how to interpret student assessment results. F. Student testing results are shared with parents of students as part of the ongoing communication process and part of the parent-teacher conferences that occur two times per school year, and more frequently when deemed necessary. G. In addition to the formal communication between families and the school (*e.g* parent-teacher conferences, home visits, letters etc.), parents are informed by phone of any immediate concerns or needs from the school. H. All information for parents is provided in Spanish as well as English.	Administrators, teachers Ongoing	A. Director, School Culture B. No Extra Costs C. No Extra Costs D. No Extra Costs	A. $102,000 B. N/A C. N/A D. N/A	A. LCFF B. N/A C. N/A D. N/A
7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): A. Students are monitored through the use of both formative and summative assessments to identify where there is a need for additional services. Additionally, RCP uses Illuminate as the schools standards-based benchmark	Administrators, teachers Ongoing	A. No Extra Costs B. No Extra Costs C. No Extra Costs D. No Extra Costs	A. N/A B. N/A C. N/A D. N/A	A. N/A B. N/A C. N/A D. N/A

assessments. B. Differentiated instruction will be used to foster successful learning by adapting instruction to meet students' needs, including differentiated styles, interests and abilities. C. Small group instruction will be used to provide targeted intervention instruction. The lessons are structured so that students respond frequently, allowing teachers to monitor responses and modify instruction as needed. D. Formal and informal early-intervention strategies will assist low-performing students, so RCP students will perform at or above common core standards. E. RCP students transition out of the RCP preschool program so that they are prepared for RCP's rigorous academic standards. Parents from the RCP Preschool program participate in a kindergarten orientation. F. Parents and teachers are part of the Student Success Teams (SST), that will meet regularly to guide the school career of relevant students, including the successful transition out of RCP. G. Because of RCP's educational philosophy and vision, students will be well-prepared academically to transition out of RCP into middle school. Sixth grade students participate in middle school visits.		E. No Extra Costs F. No Extra Costs G. No Extra Costs	E. N/A F. N/A G. N/A	E. N/A F. N/A G. N/A
8. Monitoring program effectiveness: A. All staff meets regularly to discuss embedded assessments in the common core standard based curriculum used by RCP. B. Teachers use data from assessments to design learning plans for students, to inform instruction, to monitor student and program progress and to drive ongoing program improvements. Throughout the year, staff will discuss	Administrators, teachers Ongoing	A. No Extra Costs B. No Extra Costs C. No Extra Costs D. No Extra Costs E. No Extra Costs	A. N/A B. N/A C. N/A D. N/A E. N/A	A. N/A B. N/A C. N/A D. N/A E. N/A

assessment data in regular staff meetings. C. Administrators and teachers will regularly analyze assessment data to inform instructional strategies. This will be accomplished as part of scheduled staff meetings. D. The I-Ready program includes diagnostic tools that will be used to analyze how each student is progressing. E. Board members, administrators, teachers, and parents will review the SSD plan annually. The plan will be updated based on feedback and analysis of student performance on state and local assessments.				
9. Targeting services and programs to lowest-performing student groups: A. Instructional aides help ensure that each student will receive individual attention, so early intervention is possible if a student is struggling. Every classroom has a full-time instructional aide to assist the teacher in providing differentiated instruction. B. Teachers will conduct assessments embedded in the curriculum and will assess on an ongoing basis. Students scoring below grade level in math will receive extra help from teachers and instructional aides through additional individual and small group instruction, both during and after school. C. Analysis of math and, when applicable, CELDT English proficiency scores, will be used to create a more targeted action plan to address gaps in reading skills. D. Differentiated instruction will be utilized, and formative assessments will guide this instruction. E. SST teams are used as needed to assist students. The Student Improvement Plans (SIP) will be used as a precursor to the SST.	Administrators, teachers, instructional aides Ongoing	A. Salaries: Instructional Aides B. No Extra Costs C. No Extra Costs D. No Extra Costs E. No Extra Costs	A. $728,000 B. N/A C. N/A D. N/A E. N/A	A. Title I and LCFF B. N/A C. N/A D. N/A E. N/A

10. Any additional services tied to student academic needs: Students are a part of ongoing programs that assist the in their academic needs, as well as assisting in mind/body health and character development, including Toolbox and Mindful Life.				

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

See separate Goal 2 document

Performance Goal 3: ***By 2016-17, 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
• RCP teachers are qualified to teach their assigned responsibilities based on their educational experience. • Teachers receive training in both Math and Reading curriculum development. • Teachers are committed to the school's Mission and Vision and conduct themselves in accordance with each of them. • All staff members possess cultural competence and awareness. • Curriculum training for math, reading, writing and ELD through in-services and coaching is provided. • RCP has clearly written policies in its employee handbook, and all procedures are communicated frequently at teacher in-services. • 100% of teachers are CLAD Certified • Teachers and Instructional Aides participate in a week of training prior to the start of the school year. • Instructional Aides participate in monthly professional development sessions designed for them. • Grade level teams effectively implement data cycles. • Lead Teachers team participates in the development and implementation of the strategic plan. • Using data cycles based on benchmark assessment results, teacher teams create action plans to address the identified needs of students.	• Follow up training to increase teacher support and professional development in the attainment of academic standards. • Field trips for teachers to see best practices at other schools. • Development of a program for peer observation within RCP. • Additional training in the area of data analysis for English learners. • Need continuing professional development in CCSS for Math and ELA and the 2012 ELD Standards and how they impact instruction in the classroom. • Ongoing training in EngageNY, Reading Street, and Reach as well as use of technology, including ChromeBooks and I-Ready, in the classroom. • Ongoing support in implementing Guided Reading. • Professional development in implementing an effective writing program.

Performance Goal 3: ***By 2016-17, all students will continue to be taught by highly qualified teachers.***

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: A. To ensure the highest possible outcomes for students, RCP's professional development schedule is created to equip teachers and staff with the tools necessary to achieve the school's stated mission and goals. B. Professional development will be ongoing through in-services,, individual coaching, and grade level team collaboration. B. RCP will conduct a professional development assessment of both teachers and administrators in relation to the criteria surrounding common core standards. C. A professional development calendar will be developed. . D. Teachers attend outside professional development opportunities, e.g. conferences.	Administrators and teachers Ongoing	A. No Extra Costs B. No Extra Costs C. No Extra Costs D. Conference Costs	A. N/A B. N/A C. N/A D. $3,000	A. N/A B. N/A C. N/A D. LCFF
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: The professional development plan at RCP is based on the Constructivist approach to teaching as consistent with Montessori, Piaget, and Dewey. RCP's strategy is supported by	Administration teachers Annual Process	No Additional Costs	N/A	N/A

neurophysiological research indicating that this approach is better than a behaviorist model at harnessing brain processes involved in learning. This research based approach offers the perfect vehicle for discussing academic progress with all students. The leadership team designs a system that is coherent and differentiated based on the effectiveness of the teacher to track the student's progress with the involvement and input of the student's family. Using an analysis of student data, professional development priorities are identified. Professional development is implemented in cycles, e.g. coaching cycles and action plans, to monitor effectiveness.				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: Professional development will be monitored for effectiveness through on-going observations and review of student assessment results.	Administration, teachers Annual Process	No Additional Costs	N/A	N/A
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: RCP's leadership team will ensure that professional development activities are coordinated in the development of the professional development plan. Professional development is designed to address staff needs in assisting students to meet or exceed common core standards. Activities will be designed to help teachers integrate common core standards based curriculum, instructional practices, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, intervention, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed state content and achievement standards. Title II professional development supplements the professional development already provided by state funds and Title I.	Administration, teachers Annual Process	No Additional Costs	N/A	N/A
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: A. The professional development plan for activities is developed with and for teachers. Lead teachers met to finalize that plan. Input is	Administration, Teachers	A. No Extra Cost	A. N/A	A. N/A

provided by grade level chairs after consulting with their grade level teams. B. Teachers participate in job-embedded professional development that includes on going in-services and coaching. C. Teachers have weekly collaboration time where topics include planning curriculum implantation, support for instructional practices and analysis of student data and work together.		B. No Extra Costs C. No Extra Costs	B. N/A C. N/A	B. N/A C. N/A
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: RCP is implementing its technology plan. Based on this plan it will acquire the hardware and software to ensure that all students and teachers have access to technology to facilitate learning. In addition, teachers receive staff development training to facilitate the effective use of technology.	Administration, teachers, instructional aides Annual Process	No Extra Costs	N/A	N/A
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.): RCP has purchased and is implementing the use of a variety of technology, including Chrome Books. It is the intent of RCP to continue to purchase technology items that will ensure its goal of access to technology for all students in the classroom. Teachers and other staff will receive ongoing training on all new technology as part of in-services and summer training.	Administration, teachers, library staff, instructional aides Annual Process	Materials; Consultant; Chrome Books	$150,000	Title II; LCFF
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	Administration, Teachers	No Extra Costs	N/A	N/A

Plan: The leadership team is continuously consulting with teachers and parents. Parents participate in ongoing discussions with the school's administration and teachers through the SSC, Friday Parent Meetings and Annual Parent Survey Teachers, parents, and school administrators will be involved in monitoring the plan and updating it annually.	Annual Process			
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. How the SSD will provide training to enable teachers to: a. 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 b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn c. Involve parents in their child's education and d. Understand and use data and assessments to improve classroom practice and student learning A. Teachers will attend trainings in Writing, Math, Reading/Language Arts and ELD both prior to and throughout the school year, which focus on the standards, standards-based materials and effective instructional practices. This will provide teachers with intensive training to ensure that standards are understood and supported. B. Teachers participate in training prior to and throughout the school year on the school-wide behavior plan, school climate and classroom management. The Director of School Culture works with teachers, students and parents to improve behavior and school climate. Ongoing training also focuses on using formative assessments regularly to ensure students needing intervention receive intervention within the classroom as quickly as possible. C. The Director of School Culture works with teachers to support home school collaboration. The Director supports teachers in continuing to	Administration, Teachers Ongoing	A. Consultants B. No Extra Cost C. Director, School Culture D No Extra Costs	A. $50,000 B. N/A C. $102,000 D. N/A	A. LCFF B. N/A C.LCFF D. N/A

grow parent involvement. Teachers receive training in effective parent/teacher conferences. D. All professional development includes the role of formative and summative assessment. During grade level collaboration time, teachers regularly participate in review of student data and student work to create action plans. Teachers use formative assessment in their classrooms to inform instruction.				
10. How the SSD will use funds under this subpart to meet the requirements of Section 1119: RCP will support any teachers needing assistance with highly qualified certification. As needed RCP will seek collaboration with Institutions of Higher Education, such as Contra Costa Community College and UC Berkeley, to provide coursework locally for multiple subject credentials in Language Arts and Mathematics, and CLAD certification.				

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
• Two days a week of 100 minutes of Physical Education are provided • After-School program offers basketball, football and Jujitsu • We utilize Toolbox as a tool to handle the emotional and social needs of our students • RCP provides Mindful Life as a way to promote good health through breathing exercises and yoga. • Gospel choir is one of several enrichment activities provided.	• More time to offer additional resources to students • Allow for greater opportunity to practice the skills that are being worked on

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
• Use the tools in the Toolbox to give students choices that they can make in any situation (*e.g.* when anger occurs, practice going to a safe place) • Offer ongoing opportunities to compete throughout the year in many different ways, including spelling bee.///////

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
N/A	

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)

N/A

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

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

N/A

Additional Mandatory Title I Descriptions

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

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "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:
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: • 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 teachers, principals, paraprofessionals, and if	RCP complies with the CDE's process for School Wide Title I Designation. As part of its process, RCP: Needs Assessment: RCP will conduct a needs assessment on an annual basis in the Fall of each year to review schoolwide strategies that provide opportunities for all children to meet state standards and to analyze the effectiveness of its schoolwide plan as seen through state testing data. Effective Methods and Instructional Strategies: RCP uses common core standards aligned programs in all core subject areas. Its educational staff receives comprehensive professional development to ensure thorough knowledge of research based instructional strategies required for the effective implementation of standards based curricula. Proven Strategies: RCP uses proven strategies for students needing additional support including effective intervention during the school day

appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	and extended learning opportunities. Ongoing analysis of assessment results is used to create action plans for informing instruction and for intervention for specific students. Highly Qualified Teachers: Highly qualified teachers as defined by the NCLB are conducting all instruction. Ongoing professional development as detailed above is conducted on an ongoing basis and include training prior to the start of the school year on core content standards. The professional development program will be reviewed annually to ensure its effectiveness. Increase Parental Involvement: RCP offers volunteer opportunities, parent meetings and parent nights.The Director School Culture focuses on increasing parent involvement by utilizing the results of the Annual Parent Survey to identify areas of need and growth. Transitioning: RCP provides a kindergarten orientation for the families of pre-school students starting kindergarten. Home visits are also used to ensure a smooth and healthy transition into its programs. Additionally, home visits begin the process of building relationships with parents. The parental involvement is a key component ensuring that students are comfortable in their transition to RCP. Additional Assistance: RCP uses additional time both after school and during small group/individual instruction in class for students who need additional assistance. Through the use of intervention strategies, students receive all the assistance necessary to assist them in the mastery of state standards.

For targeted assistance programs (TAS), describe how the SSD will identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	N/A

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the SSD is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	N/A
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.	N/A
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	N/A

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the SSD is meeting or plans to meet this requirement:
If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	RCP is not currently in Program Improvement. However, if the school is ever identified PI, it will develop a comprehensive program improvement plan that is aligned to the descriptors contained in this Plan.

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the SSD will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the SSD is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	If RCP becomes a PI school, it will develop an MOU with its sponsoring authority to implement public school choice and supplemental services.
Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	

Additional Mandatory Title I Descriptions
(continued)

Please describe the strategy the SSD will use to coordinate 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.	All current teachers meet NCLB Highly Qualified criteria. Teacher qualifications, as mandated by the NCLB, will be tracked and monitored. However, RCP continues to strive to better its educational program and therefore will conduct a structured professional development program for all staff that will allow it to maintain the highest standards of educational excellence. The professional development program includes, but is not limited to: • Math, ELD and literacy curriculum training • Writing • Leadership training and mentoring • Differentiated Instruction • Using assessments to drive instruction • Development of formative and summative assessments
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.	The family-school connection is intentionally developed through a wide array of family activities, including: • Parent volunteer opportunities • Monthly parent meeting • Parent/teacher conferences • Home Visits • Parent Nights

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services

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

	Description of how the SSD is meeting or plans to meet this requirement:
Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.	RCP administration and Lead Teachers team develop plans for coordination with the extended learning programs, e.g. ASES. RCP coordinates assessments conducted throughout the year to identify students that need additional support. The SST process formalizes the coordination of resources for students. As RCP's approach is an integrative approach, its after-school and push in/pull out programs, established as part of their intervention strategies, will utilize staff and tutors to address needs of all students. Additionally, RCP's approach will allow for continuous communication with student's parents in an effort to involve them in all parts of the child's education. The professional development provided with Title III is coordinated with the base professional development plan developed by the Lead Teachers team and administration.

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

- *Appendix A: California's NCLB Performance Goals and Performance Indicators*
- *Appendix B: Links to Data Web sites*
- *Appendix C: Science-Based Programs*
- *Appendix D: Research-based Activities*
- *Appendix E: Promising or Favorable Programs*

ASSURANCES

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

GENERAL ASSURANCES

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

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

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

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

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

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

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

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

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

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

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

TITLE I, PART A

The SSD, hereby, assures that it will:

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

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

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

14. Provide technical assistance and support to schoolwide programs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TITLE I, PART D – SUBPART 2

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

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

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

TITLE II, PART A

34. The SSD, hereby, assures that:

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

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

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

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.

- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to RCP challenging state academic standards.
- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

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

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

TITLE III

8. 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.

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

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

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

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

13. 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.

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

TITLE IV, PART A

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

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

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

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

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

    - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.

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

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

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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

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

<u>New</u> LEAP Assurances

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

    (i) truancy rates;

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

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

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

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

Other

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

Peppina Liano

_____

Print Name of CEO

_____

Signature of CEO

_____

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)****:*

   _X_ 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 RCP stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on: May 25, 2016.

Attested:

Allie Welch_____ _____
Typed name of Principal Signature of Principal Date

Maria Poblano_____ _____
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 RCP 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 RCP high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

- Academic Performance Index (API)
  http://www.cde.ca.gov/psaa/api/index.htm
- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/demographics/coord/
- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/statetests/celdt/celdt.html
- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/statetests/cahsee/eval/eval.html
- California Standardized Test (CST)
  http://www.cde.ca.gov/statetests/index.html
- DataQuest
  http://data1.cde.ca.gov/dataquest/
- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ope/sarc/
- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/statetests/star/index.html
- Guide and Template for the Single Plan for Student Achievement
  http://www.cde.ca.gov/nclb/sr/le/singleplan.asp
- Guide and Template for the Local Educational Agency Plan
  http://www.cde.ca.gov/nclb/sr/le/

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
	Community and Family-based Programs						
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,

Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

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

APPENDIX E

Promising or Favorable Programs

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

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

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

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

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
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 _____																							
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3

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