

(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): Humboldt County Office of Education

County/District Code: 12-10142-0000000

Dates of Plan Duration (should be five-year plan): 2014-2019

Date of Local Governing Board Approval: 12/14/2016

District Superintendent: Garry T. Eagles, Ph.D

Address: 901 Myrtle Avenue

City: Eureka Zip code: 95501

Phone: (707) 445-7030 Fax: (707) 445-7143

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.

Garry T. Eagles, Ph.D.

Printed or typed name of Superintendent	Date	Signature of Superintendent
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Mary Scott

Printed or typed name of Board President	Date	Signature of Board President
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TABLE OF CONTENTS

TOPIC	PAGE
Part I – Background and Overview	
<i>Background.....</i>	<i>6</i>
<i>Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process.....</i>	<i>7</i>
<i>Development Process for the Single School District (SSD) Plan.....</i>	<i>9</i>
<i>Planning Checklist for SSD Plan Development.....</i>	<i>13</i>
<i>Federal and State Programs Checklist.....</i>	<i>14</i>
<i>District Budget for Federal Programs.....</i>	<i>15</i>
<i>District Budget for State Programs.....</i>	<i>16</i>
Part II – The Plan	
<i>Needs Assessments.....</i>	<i>18</i>
<i>Academic Achievement</i>	
<i>Professional Development and Hiring</i>	
<i>School Safety</i>	
<i>Descriptions – Program Planning.....</i>	<i>19</i>
<i>District Profile.....</i>	<i>20</i>
<i>Local Measures of Student Performance.....</i>	<i>21</i>
<i>Performance Goal 1.....</i>	<i>23</i>
<i>Performance Goal 2.....</i>	<i>29</i>
<i>Performance Goal 3.....</i>	<i>35</i>
<i>Performance Goal 4.....</i>	<i>48</i>
<i>Performance Goal 5.....</i>	<i>52</i>
<i>Performance Goal 6.....</i>	<i>63</i>
<i>Additional Mandatory Title I Descriptions.....</i>	<i>64</i>

Part III – Assurances and Attachments

Assurances.....73

Signatures..... 81

School Site Council Recommendations and Assurances..... 82

Appendix

Appendix A: California’s NCLB Performance Goals and Performance Indicators.....83

Appendix B: Links to Data Web sites.....85

Appendix C: Science-Based Programs.....86

Appendix D: Research-based Activities.....90

Appendix E: Promising or Favorable Programs.....92

Appendix F: Sample School and Student Performance Data Forms.....96

Part I
Background and Overview

Humboldt County Office of Education
CORE VALUES

We believe that:

- ❖ All students can learn, and we share in the responsibility for their learning.
- ❖ We are an integral part of the local public school system, directly serving students, and providing cost effective, non-duplicative services and technical assistance to school districts.
- ❖ We are in the business of improving education.
- ❖ The principle of continuous improvement applies to all that we do.
- ❖ Customers and customer service are our two highest priorities.
- ❖ All staff members are competent, caring of one another, and valued for their efforts in fulfilling our mission.
- ❖ We are fiscally responsible and accountable to our stakeholders for the wise use of our resources.
- ❖ We encourage and recognize innovation and experimentation to improve performance and results.
- ❖ We strive to set and maintain high ethical and professional standards in our work and service to others.

THE MISSION OF COURT and COMMUNITY SCHOOLS

- To promote students' learning, self-esteem, and mutual respect.
- To assist students in setting and reaching their academic, social, and career goals
- To offer students relevant learning experiences which are fun and empowering.
- To reinforce the development of a sense of personal responsibility and a positive work ethic.
- To accommodate and encourage all students' talents, strengths, personal promise, and perceptions of themselves as productive members of society.

The Community School offers a broad-based curriculum that can be individually paced and personalized for each student.

Students have opportunities to work individually and to participate in group and project-based activities.

The staff works closely with students in the school to provide education that is relevant to each individual student's academic and social needs.

Many teens who have experienced limited success in school previously are able to make great strides academically, personally, and socially in this alternative school setting.

The Uniform Complaint Procedure is posted and available upon request at Humboldt County Office of Education or at any Court and Community School site. It is also located in the back of the student handbook.

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/>.)

- 1. 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:**
- 2. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
- 3. 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.**
- 4. By 2005-06, all students will be taught by highly qualified teachers.**
- 5. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 6. All students will graduate from high school.**

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

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

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

- rigorous academic standards
- standards-aligned instructional materials

- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Local Educational Agency Plan (LEA) Plan

The approval of the LEA Plan by the local school board and the State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet

certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental educational services, services to homeless students, and other services as required. In addition, LEA Plans summarize assessment data, school goals and activities from the Single Plans for Student Achievement developed by the LEAs schools.

The Single Plan for Student Achievement (SPSA)

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

Role of School Site Council

The California Education Code (EC)¹ requires the school site council to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention² and School and Library Improvement Block Grant programs³ operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

Composition of School Site Council

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

- The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;⁴ parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.
- **At the elementary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is

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

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, CAASPP and API data.) **The SSD is expected to gather and review information from these resources and use it to inform the planning process.**

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

performing student groups. **State and federal laws require that school site administrators, teachers, and parents from the SSD (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the SSD Plan.**

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tq/sr>
- California Assessment of Student Performance and Progress (CAASPP), new statewide student assessment system. - <http://caaspp.cde.ca.gov/>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- Adequate Yearly Progress (AYP) Reports – <http://www.cde.ca.gov/ta/ac/ay>

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components (not required for single school districts)
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – examines educational practices for students with disabilities

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision

of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

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

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

**PLANNING CHECKLIST
FOR SSD PLAN DEVELOPMENT
(Optional)**

X	SSD Plan – Comprehensive Planning Process Steps
X	1. Measure effectiveness of current improvement strategies
X	2. Seek input from staff, advisory committees, and community members
X	3. Develop or revise performance goals
X	4. Revise improvement strategies and expenditures
X	5. Local governing board approval
X	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
√	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
√	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
√	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
√	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
√	Individuals with Disabilities Education Act (IDEA), Special Education		English Language Acquisition Program
	21st Century Community Learning Centers		Community Based English Tutoring
	Other (describe): CCSVPP Grant		Art/Music Block Grant
	Other (describe): Probation support		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 2015-2016	Current Year District Entitlements 2016-2017 ESTIMATES	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A RS-3010	10,755.00	135,239.00		
Title I, Part A (ARRA) RS-3011	0	0		
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent RS-3025	0	77,819		
Title I, Part D, (ARRA) RS-3026	0	0		
Title II Part A, Subpart 2, Improving Teacher Quality RS-4035	0	2,813.00		
Title II, Part D, Enhancing Education Through Technology RS-4045	0	0		
Title III, Limited English Proficient RS-4023	NA	NA		
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities RS-3710	0	0		
Title V, Part A, Innovative Programs RS-4110	0	0		
Adult Education				
Career Technical Education				
Foster Youth RS-7366	0	52,656.00		
McKinney-Vento Homeless Education RS-5630	0	75,000.00		
Homeless ARRA RS-5635	0	0		
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe) REAP RS-5820	0	29,840		
TOTAL	10,755.00	373,367.00		

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers 2015-2016	Current Year District Entitlements 2016-2017 ESTIMATES	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	0		
EIA – Limited English Proficient				
School and Library Improvement Block Grant RS-7395	0	0		
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113) RS-0220	0	0		
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) Economic Impact Aid (EIA) RS-7090		0		
TOTAL	0	0		

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, California Assessment of Student Performance and Progress (CAASPP) System, 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.

This Local Education Agency plan is for the Humboldt County of Education (HCOE) Court and Community Schools, which serve up to 200 high-risk students at any time during the standard school year. Approximately 400 students are served at some time during the school year, indicative of a high rate of mobility. Most of the sites are in Eureka, Humboldt County's largest city, but several are in other local communities.

Students in grades 7-12 are served by Court and Community Schools. Students are referred by districts and the Department of Probation for issues of truancy, behavior, expulsion, and lack of academic progress. Court and Community Schools provide individualized programs in a self-contained setting. Emphasis is on basic skills, Common Core State Standards, credit recovery, and preparation for the world of work. Focus is on preparation for the student's return to district schools and graduation.

Prior to returning to the referring district, Court and Community School staff work diligently with CCS students on areas of attendance, credit recovery and behavior. Students must be at 85% or better attendance, caught up on all credits according to grade level and behaving appropriately receiving no suspensions or detentions for a minimum of a semester. At times, other requirements are stipulated in expulsion agreements.

The HCOE mission, goals and values statements attached to the District Profile are relatively broad, reflecting the diverse roles played by a county office of education. However, the focus of Court and Community Schools is clearly defined: preparing high risk youth for high school graduation, post high school education or training, and a productive place in the work force.

Local Measures of Student Performance

(other than State-level assessments)

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

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

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

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

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

Court and Community School (CCS) programs utilize several common assessments which are administered throughout the year. Students are assessed in the TABE, or Test for Adult Basic Education, to determine math and English grade level equivalency. Results are used to place students in appropriate classes and curriculum. Student writing skill is assessed through the utilization of a writing rubric scoring process. Math skills are assessed using Prentice Hall Intervention Math program to more closely align Math curriculum to students' areas of academic weakness.

MATH ACHIEVEMENT:

The TABE has four levels of assessment to include Easy, Basic, Difficult, and Advanced. TABE assessment gives results as Average Grade Level Equivalency (GLE).

2015-2016 TABE Math Results			
School	Final Count	# Increase Score	Percent Increase
Eel River	78	56	72%
Eureka	45	29	64%
Southern Humboldt	21	15	71%
New Horizons	6	4	67%
Von Humboldt	18	12	67%
2015-2016 TABE English Results			
School	Final Count	# Increase Score	Percent Increase
Eel River	82	58	71%
Eureka	48	32	67%
Southern Humboldt	18	10	56%
New Horizons	8	6	75%
Von Humboldt	19	14	74%

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading

<p>SCHOOL GOAL # 1 All 7th through 12th grade CCS students will be instructed by teachers utilizing curriculum to include: CBL, Academic Vocabulary, Writing and Conventions Grammar Practice. All 7th-12th grade CCS students will be provided instruction developed by CCS teacher through a PLC model. This will include Language Arts/Social Studies units aligned with Common Core Standards to include technology infused performance tasks.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All Community School students, grades 7 - 12</p>	<p>Anticipated annual performance growth for each group:</p> <p>Students in grades 7-12 will make overall progress in CAASP assessment data results from one year to the next. Baseline results from CASSP scores will be reviewed annually.</p>
<p>Means of evaluating progress toward this goal:</p> <p>-TABE English Assessment -Weekly assessment of Writing Conventions assignments Weekly assessment of Academic Vocabulary assignments Summative and formative assessments</p>	<p>Data to be collected to measure academic gains:</p> <p>-SMARTER BALANCE assessment results mid-year, when available -MARS & LARS data summary</p>

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>1. Alignment of instruction with content standards: The Humboldt County Office of Education Court and Community Schools (HCOE) will adopt the California Common Core State Standards in English Language Arts (ELA) Standards grades 7-12. All teachers will be well versed in the specific ELA Common Core standards for their grade level(s) and the pragmatics of carefully aligning their grade level curriculum, instruction, and assessment practices to the standards. Teachers and administrators will continue to work together to ensure common</i></p>	Principal Teachers	·Staff Materials	1,500.00	LCFF
	APEX online curriculum	APEX Program	26,000 (2016-2018)	Program Improvement Grant (PIG)
	HERC Instructional Coach		\$34,000	PIG

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<i>understanding of content standards and the prioritization of key or “power standards” to focus instructional emphasis. Various assessments, projects, supplementary materials, field trips, etc. are/will be thoughtfully aligned with the grade level standards in mind. The TABE English and Math assessments are utilized to make program placement decisions and guide instruction</i>		CBL reading books ·CBL Subscription	NA this year \$2,100	
2. Use of standards-aligned instructional materials and strategies: <i>Teachers participate in comprehensive professional development to ensure thorough knowledge of research based instructional strategies required for the effective implementation of the new Common Core Standards based curricula. Various supplemental programs, including technology based programs, are carefully screened and evaluated prior to implementation to ensure alignment with scientific research and congruence with grade level standards. Constant review of standards based curriculum across all academic areas by staff members.</i>	Principal Teachers	Professional Development	\$113,30 \$2,500	Title IA Title 2A
3. Extended learning time: <i>As called for in the English and Language Arts Framework, all students will continue to have access to a rich core program in the ELA for five hours/week. Individualized instruction in small intensive groups will be provided for all students who are falling behind and are at risk of not meeting the grade level standards in reading. Supplemental instruction will utilize adopted intervention programs in grades 7-12 (e.g. Language!), Read Naturally, Character Based Literacy, and Step Up to Writing.</i>	Teachers Instructional Assistants	Instructional Assistants staffing Summer School	327,196. 28,000.00	Title IA Title ID LCFF S/C LCFF S/C

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology: <i>The district has in place a comprehensive technology plan. While technology cannot replace a skilled teacher or tutor, the effective use of well designed technology based supports can provide additional resources for students, especially those potentially at risk for reading failure. Currently, the district uses technology to provide access to rich informational sources/websites etc. for teachers and students through digital streaming, sharing data, problem solving, etc among professionals in the district</i> <i>Read Naturally CDs at all sites</i> <i>Digital curriculum through Humboldt Educational Resource Center</i> <i>Promethean Smart Boards installed 09-10</i> <i>Regular training in Promethean board implementation</i></p> <p><i>Implementation of Performance Tasks aligned with technology to enhance Common Core and 21st Century Learning Skills Enhancement</i></p>	<p>HERC</p> <p>21st Century Learning Tech</p> <p>INS</p>	<p>HERC fee</p> <p>Staff</p> <p>INS fee</p>	<p>\$6,000/year</p> <p>60,000.00</p> <p>80,000.00</p>	<p>LCFF LCFF S/C</p> <p>LCFF S/C</p> <p>HL FY LCFF</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: <i>A comprehensive professional development plan is in place/in process to train teachers in the grade level pragmatics of their ELA common core standards based program. The professional development includes research summaries of best practices, hands on demonstration,</i></p>	<p>Principal Teachers Support staff</p>	<p>Staff Development PLC</p>	<p>Included Above</p>	<p>Included above</p>

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<i>modeling, partner, and group practice. Follow-up meetings during the school year include classroom visitations, coaching, data analysis and student specific problem solving to link student assessment data to instructional practice and quarterly review of data. PLC formatted meetings will occur monthly.</i>		APEX Training	Included Above	Included Above
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): <i>Parents/guardians will be apprised of their student's educational needs during Orientation, through IEPs (25% of Court/Community School students are identified Special Education), and by quarterly grade reporting. Appropriate parent notifications will be mailed home. Individual Learning Plans, parent conferences, Student Study Team meetings, student handbooks and letters home re: need for support will all be utilized as needed. Family Nights began in 2008 to further develop parental involvement in the school; but occur now on a limited basis due to decreased funding</i>	Teachers Other staff Principal	Family Night Food	\$900	LCFF S/C
7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): <i>Categorical programs will be clearly coordinated to ensure synergy and alignment between programs based on grade level standards. Each student will have an Individual Learning Plan and Special Education students will have IEPs that specify transition opportunities, responsibilities, and services. Students will be appropriately referred to services to include Mental health, Probation, and AOD.</i>	Teachers Other staff	N/A	N/A	N/A

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness: <i>Progress monitoring in the English Language Arts is/will be accomplished via a comprehensive assessment system comprised of multiple measures of reading and literacy to complement the California Smarter Balanced assessment system. Progress in Common Core State standards will be measured for each student 7-12 at least 3 times a year, providing teachers with reliable and valid indicators of student progress towards grade level standards (e.g. phonemic awareness, oral reading fluency, reading comprehension, and writing). Teachers will meet regularly to analyze student data and plan interventions/supports/and program modifications based on assessed student needs.</i></p>	Staff	MMARS	\$1,200.	LCFF
<p>9. Targeting services and programs to lowest-performing student groups: <i>Assessments (multiple measures) of critical grade level standards will be used to identify and provide services for students performing significantly below grade level standards. Using the system delineated by the California Framework for English & Language Arts, all students will be categorized as:</i></p> <ul style="list-style-type: none"> • <i>Far Below Basic</i> • <i>Below Basic</i> • <i>Basic</i> • <i>Proficient or</i> • <i>Advanced</i> <p><i>Specific intervention and support plans are/will be in place at each school to ensure that every student is receiving targeted instruction based on his/her assessed needs in reading and language arts. Teacher teams will meet regularly to evaluate progress based on evaluation of student work and assessment data.</i></p>	Staff	Instructional Materials Instructional Aides	Included above	Included Above

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Any additional services tied to student academic needs: <i>The philosophy of the HCOE is to link all appropriate services to assessed student needs in an integrated or seamless system of support. Teachers will regularly meet in teams that may include various other professionals to create integrated service delivery plans as student needs dictate. Personnel outside the school are involved as appropriate, such as: medical doctors, probation officers, psychologists, etc to facilitate a coordinated approach to whatever services are required to support student success, to include but not limited to:</i></p> <ul style="list-style-type: none"> • <i>Mobile Medical</i> • <i>Functional Family Therapy (FFT)</i> • <i>College of the Redwoods</i> • <i>Headstart</i> • <i>AOD</i> • <i>Department of Health and Human Services</i> • <i>Truancy Outreach</i> • <i>Transportation</i> 	<p>Principal Teachers Staff Community</p> <p>Student Assistant Counselor</p> <p>Student Services Technician</p> <p>Americorps (4)</p> <p>Breakfast Program</p>	<p>Bus tickets</p> <p>Probation Officer</p> <p>Student Services Technician</p> <p>4 Americorps members</p> <p>Meals</p>	<p>\$7,500</p> <p>\$91,100</p> <p>\$ 86,000</p> <p>\$59,000</p> <p>\$40,000</p> <p>\$15,400</p>	<p>LCFF S/C</p> <p>LCFF S/C</p> <p>LCFF S/C TUPE REAP</p> <p>LCFF S/C</p> <p>Program Improvement (PIG)</p> <p>LCFF S/C</p>

Performance Goal 2: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.

<p>SCHOOL GOAL # 2A All 7th through 12th grade CCS students will be instructed in math utilizing curriculum to include: Prentice Hall Diagnostics, Adopted Algebra Textbooks, summative and formative assessments. All 7th-12th grade CCS students will be provided instruction developed by CCS teacher through a PLC model. This will include math units aligned with Common Core Standards.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All Court and Community grades 7-12</p>	<p>Anticipated annual performance growth for each group:</p> <p>Students in grades 7-12 will make overall progress in CAASP assessment data results from one year to the next. Baseline results from CASSP scores will be reviewed annually during the LCAP Annual update</p>
<p>Means of evaluating progress toward this goal:</p> <p>TABE math Assessment Summative and Formative Assessments</p>	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • TABE pre-post test data • MARS and LARS data summary report - Smarter Balance mid-year assessments when available - CAASPP Results

Planned Improvement in Student Performance in Mathematics

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • <i>HCOE teachers will continue to refine course outlines so that connections can be made with curriculum across.</i> • <i>Teachers will meet monthly to review student progress through a PLC process.</i> • <i>Teachers will meet to develop and implement mathematics lessons aligned with Common</i> 	<p>Principal Teacher teams Classified staff</p>	<p>Staff Materials and Instructional supplies</p>	<p>\$20,000</p>	<p>LCFF S/C</p>

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>Core state standards. The work will develop a common understanding of standards and curriculum through utilization CCS Math Curriculum.</i></p>				
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • <i>Ongoing and purchases of math curriculum will include selections from the CDE approved list, along with Board certification that all adoptions are standards based. Materials will then be disseminated to appropriate staff, including special education staff.</i> • <i>APEX coaching for teacher leaders</i> • <i>Toolkit for beginning use of materials</i> • <i>Teachers will continue to participate in on-going training in teaching mathematics through all-staff in-service, summer workshops, and courses, as needed.</i> 	Principal Teachers	Staff Materials Curriculum APEX online curriculum	Included Above	Include Above
<p>3. Extended learning time: <i>Supplemental programs and services will be designed to offer support and services. The district will provide a wide range of well integrated supplemental mathematics intervention and support programs based on scientific research in mathematics including:</i></p> <ul style="list-style-type: none"> • <i>Summer school and/or intersession mathematics class</i> • <i>Tutorials (before and after school hours)</i> • <i>Purchase of supplemental materials</i> • <i>Tutors and other support personnel will meet regularly with classroom teachers to provide seamless support for students</i> 	<p>Teachers Staff</p> <p>Instructional Aides</p> <p>4 Americorps Members</p>	Summer School	Included Above	Included above

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • <i>Content standards are supported through the integration of computer applications (i.e. Microsoft Excel and Promethean Smart Board)</i> • <i>Teachers are assisted in assessing technology needs specific to their instructional program</i> • <i>Training opportunities are provided that match appropriate technology resources with identified instructional needs</i> • <i>Technology provides specific interventions to scaffold learning for ELL and special needs students</i> 	<p>Principal Teachers Staff</p> <p>21st Century Learning Tech</p>	<p>HERC FEE</p> <p>APEX</p>	<p>Included above</p> <p>Included above</p> <p>\$62,000</p>	<p>Included above</p> <p>Included above</p> <p>LCFF S/C</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • <i>District will offer / support staff development designed to:</i> • <i>Train teachers in their grade level content standards.</i> • <i>Assist teachers in using research summaries of best practices, hands on demonstrations, modeling, and group practice with their grade level peers.</i> • <i>Provide teachers with follow up meetings to support implementation of grade level meetings, classroom visitation, coaching, data analysis, and student specific problem solving to link student assessment data to instructional practice.</i> • <i>Trainings that target specific content and pedagogy needs to include:</i> 	<p>HCOE Principal Teachers Support Staff</p>	<p>Training</p> <p>PLC</p> <p>Professional Development</p> <p>APEX Webinar</p>	<p>Included above</p>	<p>Included Above</p>

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<ol style="list-style-type: none"> 1. <i>Assessment</i> 2. <i>Differentiation</i> 3. <i>ELL mathematics</i> 4. <i>Classroom management</i> 5. <i>Reading in mathematics</i> <ul style="list-style-type: none"> • <i>Allow for staff development days to be focused on practicing core research-based practices used in the standards based materials in the strands/subject matter areas of most needed improvement</i> • <i>Provide teachers opportunities to attend conferences to support their work in areas of needed improvement in student achievement of standards.</i> 				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): <i>The family school connection is intentionally developed by a wide array of parent involvement/partnership activities such as:</i></p> <ul style="list-style-type: none"> • <i>Parents will receive information on grade level content standards and how they are aligned with assessments, curriculum and instruction.</i> • <i>Family nights scheduled for all CCS sites in which staff review student transcripts, grade cards, and help support families in understanding progress or lack of progress for their specific student.</i> 	<p>Aides Teachers Support Staff</p>	<p>Flyers Food for Family Nights</p>	<p>Included above</p>	<p>Included above</p>

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): <i>The array of district programs, including Title I, will be clearly coordinated to ensure synergy and alignment among grade level standards.</i></p> <p><i>Close relationships will be coordinated between feeder middle and high schools to community colleges and universities to ensure smooth transitions. Committee on Alternative Placement meetings are arranged for youth returning to district referring school programs. Students are assessed on attendance, behavior and credits prior to return. Parents are involved in this process from start to finish.</i></p>	Principal Teachers Staff Curriculum	N/A	N/A	N/A
<p>8. Monitoring program effectiveness: <i>HCOE will continue to utilize common assessments as well as utilize state, local, and classroom data. Progress in critical grade level standards will be assessed at least four times a year to provide teachers reliable information about student progress toward grade level standards. Teachers will work together to identify grade level weaknesses and target lessons. Teachers will be provided observation and collaboration time for selecting benchmark assessments for key standards, joint work on those standards, and planning for revising/reviewing/re-teaching/moving on.</i></p>	Principal Teachers and staff	Instructional materials	Included Above	Included Above
<p>9. Targeting services and programs to lowest-performing student groups: <i>CCS assessments (multiple measures) of critical grade level standards will be used to identify and assign program services for students performing significantly below grade level standards.</i></p>	Principal Teacher Support Staff	Materials		

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>Utilizing the system delineated by the California Framework for mathematics, all students are categorized by skill level.</i></p> <p><i>CCS program staff will provide:</i></p> <ul style="list-style-type: none"> • <i>Data analysis indicating specific needs</i> • <i>Tracking Performance and Support</i> • <i>Development of Individual Learning Plan for each student</i> • <i>Teams will be provided time to meet regularly to evaluate progress monitoring data and revise/adapt program implementation based on evaluation of student work, assessment data, and observation/etc.</i> 				
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • <i>Truancy Outreach- Outreach is performed as needed. Staff attempt to reduce barriers to successful attendance.</i> 	<p>Principal Teachers Student Assistance Counselor</p> <p>Student Services Technician</p>	<p>Incentives</p> <p>Basketball</p> <p>Bus tickets</p> <p>Field Trips</p>	<p>10,300 (incentives)</p> <p>Included Above</p>	<p>LCFF S/C</p>

Performance Goal 3: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

<p>SCHOOL GOAL # 3 All ELL students enrolled since CBEDS date In October that attend 80% or more and are enrolled the following school year will make progress on the CELDT test of at least one level.</p>	
<p>Grade levels to participate in this goal: ELL grades 7-12</p>	<p>Anticipated annual performance growth: Measurable progress on CELDT In 2015-2016 we did not have enough students taking the CELDT to get comprehensive results. All ELL students currently enrolled are scoring at a CELDT level of 3 or greater signifying fluency.</p>
<p>Means of evaluating progress toward this goal: CELDT test annually in October Weekly Writing convention assignment assessments</p>	<p>Data to be collected to measure academic gains: TABE CELDT scores</p>

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

	Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<p>1. The programs and activities to be developed, implemented, and administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122 <i>Since HCOE CCS programs typically have less than 7 LEP youth, we CELDT test them and, according to their level placement, provide the appropriate academic interventions. Additional curriculum is purchased as needed to supplement our Language! program. Yearly changes reflect yearly enrollment needs. Students receive one on one academic mentoring as needed. When needed, we utilize interpreters to help facilitate student/parent meetings. 7 LEP students are too few to receive AMO results. Family Nights are scheduled monthly and flyers are sent home to all CCS students apprising parent/guardians of these events.</i></p>	Teacher	<p>CELDT tests</p> <p>Language curriculum replacement</p> <p>Additional reading materials for ELL</p>	<p>2,000</p> <p>NA</p> <p>NA</p>	Lottery

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</i></p> <ul style="list-style-type: none"> • <i>meeting the annual measurable achievement objectives described in Section 3122</i> • <i>making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B))</i> • <i>annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1))</i> <p><i>Since HCOE CCS programs typically have less than 7 LEP youth, we CELDT test them and, according to their level placement, provide the appropriate academic interventions. Additional curriculum is purchased as needed to supplemental our Language! program. Yearly changes reflect yearly enrollment needs. Students receive one on one academic mentoring as needed. When needed, we utilize interpreters to help facilitate student/parent meetings. 7 LEP students are too few to receive AMO results. Family Nights are scheduled monthly and flyers are sent home to all CCS students apprising parent/guardians of these events.</i></p>	<p>Staff</p>	<p>CELDT tests</p>	<p>1,000</p>	<p>Lottery</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the SSD will promote parental and community participation in LEP programs</p> <p><i>Family Nights occur regularly at all CCS sites. All students and families are encouraged to attend. CELDT test scores are sometimes reviewed at Family Nights if requested by the family.</i></p>	<ul style="list-style-type: none"> • Principal • Student Assistance Counselor • Teacher aides 	<p>Food Flyers Family Nights</p>	<p>\$ included above</p>	<p>LCFF S/C</p>
<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <p><i>English proficiency</i></p> <p><i>Academic achievement in the core academic subjects</i></p>	<p>.10 FTE CELDT Coordinator</p>		<p>\$13,300</p>	<p>LCFF S/C</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills d. long term effect will result in positive and lasting impact on teacher performance in the classroom <p><i>High quality professional development will be designed to improve LEP instruction through the enhancement of teachers' understanding of LEP instructional strategies and research-based strategies.</i></p>	Principal Teachers	Professional Development	\$included above	Included above

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Upgrade to program objectives and effective instructional strategies, if applicable	NA			
	2. Any: tutorials and academic or vocational education for LEP students and/or intensified instruction	CCS staff			
	3. How programs for English Learners are coordinated with other relevant programs and services <i>Programs utilized daily in all CCS programs include Step Up to Writing and Character Based Literacy are designed with ELL instructional strategies imbedded.</i>	CCS staff	CBL novels	2,500	Title IA
	4. Any other activities designed to improve the English proficiency and academic achievement of LEP children <i>Through all programs and professional development opportunities we plan to provide for the improvement of English proficiency and academic achievement.</i>	CCS staff	Professional Development for ELL as needed	Included above	Included above
	5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families – a. <i>To improve English language skills of LEP children</i> b. <i>To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children</i>	NA	NA	NA	NA

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Efforts to improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs <p><i>All LEP youth will have the same access to programs and services for all CCS youth. Individual assistance can be provided.</i></p>	<p>CCS staff CCS Principal</p> <p>21st Century Learning Coordinator</p>	<p>HERC FEE</p>	<p>\$included above</p> <p>\$included above</p>	<p>Included above</p> <p>\$included above</p>
<p>Other activities consistent with Title III or EIA/LEP funds</p>	<p>NA</p>			

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

	Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements.	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<p>1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. The reasons for the identification of their child as LEP and in need of placement in a language instruction educational program b. The child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement c. The method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction d. How the program in which their child is, or will be participating will meet the educational strengths and needs of the child e. How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation f. The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools g. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child 	<p>CCS Principal-annually and as needed dependent upon enrollment</p> <p>Teachers</p> <p>CELDT Coordinator</p> <p>Interpreter</p>	<p>NA</p> <p>.10 FTE</p> <p>Interpreters</p>	<p>NA</p> <p>\$10,000.00</p> <p>\$150.00</p>	<p>NA</p> <p>LCFF</p> <p>Title IA</p>

Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements.	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source	
	<p>Each LEP youth attends, with their family, a meeting to review academic progress and LEP academic needs following CELDT administration in October. Various academic measures are used to include grade cards, localized assessments, and writing samples. When necessary, interpreters are arranged to participate so that a clear understanding is had by all.</p> <p>h. Information pertaining to parental rights that includes written guidance detailing – the right that parents have to have their child immediately removed from such program upon their request the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD</p> <p>CCS Principal sends letters home annually advising families enrolled in a Program Improvement school of their right to choose a different school within the district. Letters are sent home in August, prior to the school year starting. In addition, parents are informed at intake. Students that enroll throughout the school year are informed at intake with their parents present.</p>	<p>CCS Principal</p> <p>Program Secretary</p> <p>Interpreter</p> <p>Staff</p>	<p>SES- No longer required</p>	<p>20% set aside for PD</p> <p>\$150.00</p>	<p>Title IA</p> <p>Title IA</p>

Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements.	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>SSD Parent Notification Failure to Make Progress</p> <p>If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.</p> <p><u>Currently, CCS does not receive Title III money and does not get AMO due to less than 10 EL youth enrolled in all CCS programs.</u></p>	CCS Principal Annually as needed	NA	NA	NA

Plans to Provide Services for Immigrants

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

IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding, complete this table (per Sec. 3115(e)). Please describe:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.	NA		

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>All Court and Community School teachers are appropriately credentialed. None are on emergency credentials. About 60% have completed masters' degrees or specialist's credentials. Staff have a high level of professional competence and experience</p>	<p>Professional development related to teaching to the Common Core State Standards, the use of instructional technology, assessment, and strategies for working effectively with at-risk youth and appropriate, research-based professional development is offered through the Curriculum and Instruction department of the Humboldt County Office of Education. System-wide language arts professional development training in Character Based Literacy occurred in June 2015. Staff participate in PLC meetings monthly.</p> <p>During the 2015-2016 school year staff are received PD in the areas of Trauma informed educational practices and resiliency building efforts. The 2016-2017 school year will include training on PBIS, CBL, Step Up to Writing, Restorative Circles and APEX online curriculum.</p>

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Small student-to-teacher ratio • Small class sizes • Truancy outreach • One-on-one academic mentoring • Student Assistance Counselor providing AOD and social counseling/ family counseling • Family Nights & Family involvement • Reaching Resolution (conflict resolution) • Asset Development activities • Trauma Informed Best Practices • PBIS implementation • New support from DA's office on Truancy • Paid youth work experience opportunities • Hands on learning opportunities- hydroponics and Blue Ox Millworks • Parent Project 	<ul style="list-style-type: none"> • In-county drug and alcohol rehabilitation facility for youth • In county Group home • In county RTC options

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

Student Assistance Counselor
AOD education
Reaching Resolution/ Conflict Resolution
Truancy Outreach
Restorative Circles
Asset Development
Transition back to self-contained classroom environments 2015
Trauma informed educational best practices/Resiliency building PD 2015-2016- (Bruce Perry)
Refined Screening Process for referred youth
PBIS
Implementation of SWISS for managing behaviors/PBIS
Blue Ox Millworks
Paid work experience
Parent Project
Humboldt Hydro Farm program implemented 2016

BEHAVIOR

We expect everyone at Community School to respect themselves, others, and the property of others.

The school rules are designed to maintain a safe, secure school environment, where learning is challenging and fun. Students who choose problem behavior will have consequences which may include counseling, behavior notices, parent meetings, service activities, suspension, citation, arrest, or program change.

The following behaviors are violations of the Community School contract and the California Education Code:

Injury to Others

- To cause, attempt or threaten to cause physical injury to another student.
- To attack, or physically threaten any employee of the school.
- To commit or attempt to commit a sexual assault.
- To make terrorist threats against school officials or school property.
- To harass, threaten, or intimidate anyone at school.
- To commit sexual harassment.
- To participate in, attempt or threaten to cause, an act of hate violence.
- To disrupt school activities or defy the authority of any school staff.
- To commit an obscene act or use profanity.

Weapons

- To possess, sell, or otherwise furnish any firearm, knife, explosive, or dangerous object.
- To possess an imitation weapon.

Drugs

- To unlawfully possess, use, sell, furnish, or be under the influence of any controlled substance.
- To offer, arrange, or negotiate to sell any controlled substance.

- To possess, offer, or negotiate to sell any drug paraphernalia.

Property of Others

- To commit or attempt to commit robbery or extortion.
- To cause or attempt to cause damage to school property.
- To steal or attempt to steal school property or private property.
- To set a fire or attempt to set a fire.
- **To knowingly receive stolen property.**

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • 2012 implemented truancy reduction program with daily, weekly, monthly, quarterly and semester based incentives • Open communication between youth and staff • Asset Development activities • Significant Family Night Involvement • Small student-to-teacher ratio • Small class sizes • Truancy outreach • One-on-one academic mentoring • Student Assistance Counselor providing AOD and social counseling/ family counseling • Reaching Resolution (conflict resolution) • Trauma Informed Best Practices • PBIS implementation • New support from DA's office on Truancy • Paid youth work experience opportunities • Hands on learning opportunities- hydroponics and Blue Ox Millworks • Parent Project 	<ul style="list-style-type: none"> • Youth AOD treatment options offered by the County of Humboldt • Consistent gang intervention • In-county drug and alcohol • In county Group home • In county RTC options

Performance Goal 5: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

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

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

The SSD is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey: In 2003-08, we did not take Title IV, TUPE, or SDFSC money and, thus, did not do this goal. During 2008-13, we will take these monies and therefore will establish new goals. Our data for our May 2009 CKS survey cannot be broken down into grade levels as we do not have enough students in those grade levels to remain anonymous while still presenting the data. We have represented the data as a whole.

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 11/4/15 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	78%	6%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	49%	6%
The percentage of students that have used marijuana will decrease biennially by:	89%	2%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	51%	7%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	64%	2%
The percentage of students that feel very safe at school will increase biennially by:	29%	5%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	18%	5%

Truancy Performance Indicator		
<p>The percentage of students who have been truant will decrease annually by ___2%___ from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	20%	8%

Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 11/14/15 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	26%	10%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	27%	10%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	14%	10%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	7%	10%

Other Performance Measures

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

LEA Specified Performance Measures <hr/> (Process to Collect Data)	Performance Indicator Goal	Baseline Data

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
The Brain	AOD	7-12	25	7/2006	8/2006	8/2006

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs	N/A	
X	Conflict Mediation/Resolution	Prevention Violence	7-12
	Early Intervention and Counseling	N/A	
	Environmental Strategies	N/A	
	Family and Community Collaboration	ATODV reduction Family Asset Development	7-12
	Media Literacy and Advocacy	Radio, Asset Development/ATODV Violence Prevention	7-12
X	Mentoring	Community Service opportunities	7-12
	Peer-Helping and Peer Leaders	N/A	
	Positive Alternatives	N/A	
	School Policies	N/A	
X	Service-Learning/Community Service		
X	Student Assistance Programs	ATODV Prevention	7-12
	Tobacco-Use Cessation	N/A	
	Youth Development Caring Schools Caring Classrooms	Search Institute's Asset Development ATODV Prevention	
	Other Activities	N/A	

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

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						
N/A						
N/A						

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

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

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the SSD’s analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

We believe that students enrolled in one of HCOE’s CCS programs need the following interventions and services in order to contribute to the safety of their schools and their surrounding community, as well as to experience success in school: easy access to drug and alcohol counseling while at school; regular and meaningful alcohol and other drug education at school; easy access to conflict mediation opportunities for situations that occur in the community or at school; sufficient time from adults who are committed to engaging in a healthy, meaningful relationship with at-risk youth at school; regular, consistent opportunities to increase numbers of developmental assets; and opportunities to develop insight into why they should try to do things differently. We intend to provide all of the above through utilization of the selected programs and philosophies.

Trauma Informed Educational Best Practices

During the 2015-2016 school year, CCS has implemented program wide PD facilitated by Bruce Perry. The purpose of this PD is to raise awareness of staff of how trauma impacts the brain and sequential learning among youth. In addition, this training will assist staff in implementing best practices at all CCS school sites to help youth learn to self regulate which will greatly enhance their ability to learn while at school.

Truancy Outreach- Drop out prevention using timely and effective communication with parents, home visits, county mental health services and foster/homeless youth support services are provided in order to remove barriers to attendance.

Funded by: General fund, Title I, Foster Youth/Homeless, School Safety and Violence Prevention

AOD education and Counseling

We intend to continue to utilize an AOD curriculum created by NIDA. NIDA has developed a standards based curriculum called The Brain: Understanding Neurobiology through the study of addiction that helps students understand major concepts in neurobiology and that the brain controls everything that a person does; provides students with factual information on how drugs of abuse alter the function of the brain; some being short term and some being long term and potentially permanent; and encourages students to recognize and think that knowledge plus choice equals power and that power plus behavior equals enhanced human health.

Two full-time, experienced, alcohol and other drug (AOD) counselors, called student assistance counselors (SAC) because they provide many other support services to CCS youth, will be utilized to implement this curriculum across all CCS sites on a weekly basis. In addition, they will provide students access to counseling opportunities. Families will be educated in this curriculum at monthly family nights and through any family AOD counseling that should occur with CCS youth.

Conflict Resolution

Reaching Resolution is a conflict education and service partnership that teaches youth valuable skills in the areas of communication, conflict resolution, and leadership. These essential skill

sets support students' academic achievement and leadership development, and prepare students to resolve disputes using peaceful, positive alternatives. Student mediators reduce violence, de-escalate conflict, resolve problems, and practice good citizenship in their schools and communities. Two full time SAC and one full time School Psychologist will facilitate conflict mediation as needed at all CCS sites through the use of this curricula. Over time, students will be trained in this process and curriculum in order to help facilitate a peer run conflict mediation program that can assist and support CCS staff in the facilitation of conflict mediation between students. Conflicts that occur in the community as well as in school will be addressed.

Asset Building by the Search Institute (SI)

At the heart of the SI's work is the framework of the 40 Developmental Assets, framed as positive experiences and personal qualities that young people need in order to grow up as healthy, caring, and responsible individuals who can contribute to their community. The SI's 40 Developmental Assets are concrete, common sense, positive experiences and qualities essential to raising successful young people. These assets have the power to influence choices young people make during critical adolescent years. CCS will implement proven strategies and activities that assist at-risk youth in the development of multiple assets. In 2004, the CHKS results reported on asset levels in youth. Not surprisingly, CCS youth scored as being lower in all of the external and internal asset categories as compared to their traditional school peers. In addition to reviewing UMIRS and CHKS data, CCS students completed additional surveys in January 2008 to determine a more current view of where they are lacking in developmental assets. We will implement appropriate activities based on the 2004 CHKS survey and school based survey results at each CCS site.

The Developmental Asset (DA) framework is categorized into two groups of assets, external and internal. External assets are the positive experiences young people receive from the world around them. These 20 assets are about supporting and empowering young people, setting boundaries and expectations, and positive, constructive uses of young people's time. The twenty internal assets identify those characteristics and behaviors that reflect positive internal growth and development of young people. These assets reflect positive values and identities, social competencies, and commitment to learning. The internal developmental assets help at-risk youth make thoughtful positive choices and, in turn, be better prepared for situations in life that challenge their inner strength and confidence. According to the Search Institute, assets have tremendous power to protect youth from many different harmful or unhealthy choices. The same kind of impact is evident with many other problem behaviors, including tobacco use, depression and attempted suicide, antisocial behavior, school problems, driving under the influence of alcohol, and gambling. In addition to protecting youth from negative behaviors, having more assets increases the chances that young people will have increased numbers of positive attitudes and behaviors. Employing the philosophy and activities supported by the SI will support.

Student Assistance Program (SAP)

Student Assistance Programs provide a comprehensive model for the delivery of K-12 prevention, intervention and support services. Student assistance services are designed to reduce student risk factors, promote protective factors, and increase asset development. A high quality SAP is designed to reduce barriers to learning and ensure student success in safe, disciplined and drug free schools and communities.

Family Nights

Family night gatherings have been scheduled and arranged by Student Assistance Counselor to provide opportunities to positively connect with CCS parents and guardians, over food, in order to foster positive and effective relationships. One of the main intentions of Family night is

to communicate with CCS families about: their needs and concerns specifically related to their child's potential for school success; the effect that alcohol and other drugs have on their children and their ability to learn; specific activities that can be done in order to increase their child's level of asset development; and strategies to minimize conflict in school and the surrounding community. As a result, we are hopeful to garner their support in decreasing their child's contribution to violence, increase their child's school success, decrease their child's abuse of drugs and alcohol; decrease their child's school truancy; and more effectively and meaningfully connect their child to the community in which they live.

Positive Behavior Intervention Supports

PBIS emphasizes schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, off campus, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

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

Use of Results and Public Reporting (4115(a) (2) (b)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Annual County Board presentation and web access online via HCOE CCS website.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the SSD's schools and students with the greatest need. (Section 4114 [d][3])

All students referred to a Court or Community School are the most at-risk students in the County.

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

In order to keep our schools safe and drug-free, appropriate and effective school discipline policies prohibit disorderly conduct, illegal possession of weapons, and illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students. Security procedures are observed at school and while students are on their way to and from school. Prevention activities are designed to create safe, disciplined, and drug-free environments. A crisis management plan can be implemented in response to violent or traumatic incidents on school grounds.

The above, as well as a code of conduct policy, are outlined in our student handbook, which is sent home with each student at the time of enrollment. Students and parents are made aware of the responsibilities of students, teachers, and administrators in maintaining a classroom environment that allows for teacher communication, students to learn, and fair and appropriate consequences as necessary.

Quarterly School Site council meetings with CCS staff, parents, and students will be held.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

All activities and lessons provide youth that attend CCS are reviewed by CCS SSC and additional staff. Students and parents provide feedback at quarterly Family Nights and during weekly lessons at school sites. All activities are designed to foster a safe and drug free learning environment that supports academic achievement. Drug and Violence prevention programs utilized instill the message that drugs and alcohol are harmful to youth development and contribute to violence in their community and their homes. In order to keep our schools safe and drug-free, appropriate and effective school discipline policies prohibit disorderly conduct, illegal possession of weapons, and illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students. Security procedures are observed at school and while students are on their way to and from school. Prevention activities are designed to create safe, disciplined, and drug-free environments. A crisis management plan can be implemented in response to violent or traumatic incidents on school grounds.

The above, as well as a code of conduct policy, are outlined in our student handbook, which is sent home with each student at the time of enrollment. Students and parents are made aware of the responsibilities of students, teachers, and administrators in maintaining a classroom environment that allows for teacher communication, students to learn, and fair and appropriate consequences as necessary.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

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

All pregnant and/or parenting teens receive all services and program options as any non-pregnant or parenting teen.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
N/A	
N/A	
N/A	

Performance Goal 6: All students will graduate from high school.

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<ul style="list-style-type: none"> • Individual learning plans • Credit recovery program • Standards based curriculum • Summer school • Mentors 	All grades 7-12	All Court/Comm School staff	Graduation rate and credit completion rate	LCFF LCFF S/C Title 1A Title I D
5.2 (Dropouts)	<ul style="list-style-type: none"> • Individual Learning Plans • Credit recovery program • Summer School • Truancy Outreach 	All 7-12 Community School students	Court/Community School staff 2008- 2016	Recovered dropout enrollment	LCFF LCFF S/C Title 1A Title ID
5.3 (Advanced Placement)	Students may concurrently enroll in community college as part of their ILP.	All 8th – 12th grade Community School students	Annual assessment; teacher of record	Verify number enrolled	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:
<ul style="list-style-type: none"> • For school-wide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. 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 appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. 	<p>Court and Community Schools are specialized programs for high-risk students who are incarcerated or referred by district of residence schools, the Department of Probation, or SARB. Students served are among the 5% highest risk students in the county, as determined by their behavior patterns, truancy, or lack of academic progress. Students enrolled in these programs receive standards-based, individualized instruction in a small, personalized setting with a low adult-student ratio. They receive supplemental services such as counseling, mentoring, parenting, tutoring, etc. on an as-needed basis. Each student's individualized plan leads to return to district of residence schools or graduation and post-high school employment or education.</p> <p>Neglected and delinquent students who reside in local institutions (foster care, group homes, shelters, etc.) have community school as one of several options in a continuum of educational services. Many are served by CCS</p> <p>At intake, CCS students are assessed in their academic skills through use of the TABE (Test of Adult Basic Education). Scores reflect a grade level equivalency in English and Math. All curriculum utilized to instruct students is standard based and based on</p>

<ul style="list-style-type: none"> • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>assessment. All teaching methods are evaluated annually and observed monthly to ensure the Direct Instruction method is followed, while utilizing SDAIE techniques for ELL and other low achieving youth.</p> <p>Summer school is offered annually at most school sites.</p> <p>All staff that work at CCS are highly qualified and many have advanced credentials. Most CCS staff have worked for HCOE for over 12 years. This reflects a high quality instructional program with dedicated staff.</p> <p>Professional development opportunities are available to staff. Much of the scheduled professional development is driven from observations, evaluations, staff input and overall programmatic progress regarding implementing new curriculum objectives or instructional programs.</p> <p>Family nights began in 2006 to increase parental involvement and have been very successful.</p>
<p>For targeted assistance programs (TAS), describe how the SSD will identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, 	<p>N/A</p>

<p>principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</p> <ul style="list-style-type: none"> • Strategies to increase parental involvement. 	
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Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the SSD is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. <p>Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</p>	N/A
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the SSD is meeting or plans to meet this requirement:
<p>If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>PI school during 2009-2010 was Eureka Community School which entered PI due to low participation rates on State tests (less than 95% and lack of progress). Staff were trained in NCLB expectations and strategies on how to get these schools out of PI. Eureka is currently in Year 5+ of PI. Eel River Community School is also in PI due to lack of participation initially followed by an inability to reach 100% proficiency target rates.</p> <p>Block scheduling was implemented in 2009 at the Educational Resource Center to allow for more Direct Instruction methodology at our main Eureka Independent Study site. Homerooms were added in 2012 to facilitate and develop more relationships between staff and students. It was determined in 2015 to return to our self contained structure as a means to enhance learning and academic progress. Training in trauma informed practices guided us to make this transition back to our more standardized structure of Court and Community Schools.</p>

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.	Notification of PI status is mailed home to parents. Parents are also given a copy at time of enrollment. Enrollment in a community school is always voluntary
Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	As of 2015, Eureka Community School is in Year 5 of PI and Eel River Community School is in year 2 of PI due to not making adequate academic progress. Staff members were educated on PI and strategies to remove their programs from PI. A binder of supplemental education services is available at the main CCS office.

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the SSD is meeting or plans to meet this requirement:
Describe the SSD’s strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Most of the CCS staff has been employed for 12 or more years. Retention of highly qualified staff is not an issue.
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.	Parents are invited to attend monthly school site council meetings. In addition, Family Nights occur monthly in each Community School region, garnering parental input consistently.

Additional Mandatory Title I Descriptions

(continued)

<p>Coordination of Educational Services</p> <p>In the space below, please describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.</p>	<p>Although there are multiple Court and Community School program sites, there is but one staff, one principal and beginning in 2015 an assistant principal</p> <p>Program coordination is as follows: Instruction to students is provided according to school course outlines based upon the California State common Core Standards. All staff members are participating in professional development around the CCSS . Quarterly PLC teacher meetings are utilized to discuss academic progress and to evaluate and select instructional materials to be provided to all school campuses, helping to create continuity and consistency of content among school sites. In addition, teachers oversee coordination of the curriculum, implementation, and student progress. A Professional Learning Community model has been formally adopted by the CCS program staff. In 2015 a behavioral PLC meeting was also added to discuss implementation of Trauma informed best practices at all CCS sites. Upon referral or transfer to the HCOE Court/Community School, the staff creates an individual learning plan for each HCOE Court/Community School student. This learning plan is written during a school intake and orientation process, and is later modified as needed. A key part of this plan is to assess individual</p>

	<p>student skills and needs and to design a plan which includes all appropriate supplemental services. Teachers review student progress and needs or access to supplemental services at least four times a year. All intake, orientation, and assessment records are kept in individual student files in the office of each school site. All school staff meet monthly to coordinate providing a coherent program for students according to the school's core curriculum and student need. Teachers also meet regularly at each school site to discuss program issues and student progress. The HCOE Court/Community Schools also offer students a variety of program options which allow students to extend learning beyond the core areas. These options include, but are not limited to, interdisciplinary projects, service-learning activities, community-based internships, work-experience programs, outdoor education activities, and community-based classes. The Court/Community Schools has also adopted Character Counts, a character education program, to provide a coherent and coordinated set of core values which are integrated into all strands of the academic program.</p>
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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

33. 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

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

- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
35. 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.
36. Any SSD that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any SSD that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.
 - TITLE III

37. 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.
38. The SSD will be accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
39. The SSD is complying with Section 3302 prior to, and throughout, each school year.
40. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
41. The SSD has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
42. 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.
43. 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

44. 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).
45. 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.
46. 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.
47. 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.
48. 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.

49. 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

50. 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

51. 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.

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

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

54. The SSD will annually evaluate the programs carried out under this Part, and that evaluation:
- will be used to make decisions about appropriate changes in programs for the subsequent year;
 - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

55. 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)
56. 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

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

Print Name of Superintendent

Signature of Superintendent

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:

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

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.

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

- School Advisory Committee for State Compensatory Education Programs
- English Learner Advisory Committee
- Community Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- Other (list)
Teacher Committee

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.

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

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

_____.

Attested:

Jennifer Fairbanks
Typed name of school principal
Date

Signature of school principal

Felicia Doherty
Typed name of SSC chairperson
Date

Signature of SSC chairperson

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

Academic Performance Index (API)

<http://www.cde.ca.gov/psaa/api/index.htm>

California Basic Educational Data System (CBEDS)

<http://www.cde.ca.gov/demographics/coord/>

California English Language Development Test (CELDT)

<http://www.cde.ca.gov/statetests/celdt/celdt.html>

California High School Exit Exam (CAHSEE)

<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>

California Assessment of Student Performance and Progress (CAASPP) System

<http://www.cde.ca.gov/ta/tg/ca/>

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							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement 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	7 to 12		X				C

Program							
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	K to 5					x	B

Making and Problem Solving Program (SDM/PS)							
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: English -Academic Performance by Grade Level

Table 2: Mathematics- 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 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					
	15			Yr 15			Yr 15			Yr 15			Yr 15			Yr 15			Yr 15			Yr 15			Yr 15					
Participation Rate	Y			Y	Y		Y	Y		Y			Y			Y			Y			Y			Y			N	A	
Number At or Above Proficient				N	A		N	A					N	A		N	A		N	A		N	A		N	A		N	A	
Percent At or Above Proficient				N	A		N	A					N	A		N	A		N	A		N	A		N	A		N	A	
AYP Target																														
Met AYP Criteria	Y																					Y								

Conclusions indicated by the data:

1. Student population sizes were too small to get rates.

2. Data sample too small for California Department of Education (CDE) to give percent proficient.

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 15			Yr 15			Yr 15			Yr 15			Yr 15			Yr 15			Yr 15			Yr 15			Yr 15		
Participation Rate	Y			Y			Y			Y			Y			Y			Y			Y			Y		
Number At or Above Proficient	N			N			N			N			N			N			N			N			N		
Percent At or Above Proficient	N			N			N			N			N			N			N			N			N		
AYP Target	N			N			N			N			N			N			N			N			N		
Met AYP Criteria	Y			Y			N			N			N			N			N			Y			N		

Conclusions indicated by the data:

1. Too small data sample affect ability to get some % proficient, number proficient, or participation rates.

2. Most CCS students do not test at grade level, either from lack of effort or major truancy or drug and alcohol abuse during recent school ages years.

3. Information not available from CDE

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:

Six students were assessed in the CELDT. Four scored a three (3) and two scored a four (4) overall. CDE does not provide summary results for student's data numbers this low.