

(Rev 3-07)

California Department of Education
School and District Accountability Division
(CDE use only)

Application #	
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**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): **The Charter School of San Diego**

County/District Code: 37-68338-3730959

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

Date of Local Governing Board Approval: September 10, 2008

District Superintendent: Mary Searcy Bixby

Address: 10170 Huennekens Street

City: San Diego

Zip code: 92121

Phone: (858) 678-2020
6660

Fax: (858) 552-6660

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.

Mary Searcy Bixby _____

Printed or typed name of Superintendent

Signature of Superintendent

Date

Mary Searcy
Bixby

Printed or typed name of Board President

Signature of Board President

Date

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Part I Background and Overview

Background

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

Development Process for the Single School District Plan

Single School District Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds;
- enhanced parental choice for parents of children from disadvantaged backgrounds; and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

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

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

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

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

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

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

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

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

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, the single **plan for**

student achievement, local educational agency (LEA) plans, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

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

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

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

The Consolidated Application (ConApp)

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

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

The Local Educational Agency Plan (LEA) Plan

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

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (SPSA)* (*Education Code* Section 64001), developed by school site councils with the advice of any applicable school advisory committees. LEAs allocate NCLB funds to

schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEAs may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

Role of School Site Council

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

Composition of School Site Council

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

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

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

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

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

Development Process for the Single School District (SSD) Plan

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

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components (not required for single school districts)
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – examines educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – designed to improve outcomes for English learners

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	0	433,575	433,575	100%
Title I, Part B, Even Start	N/A	N/A	N/A	N/A
Title I, Part C, Migrant Education	N/A	N/A	N/A	N/A
Title I, Part D, Neglected/Delinquent	N/A	N/A	N/A	N/A
Title II Part A, Subpart 2, Improving Teacher Quality	0	25,400	25,400	100%
Title II, Part D, Enhancing Education Through Technology	0	4,599	4,599	100%
Title III, Limited English Proficient	1,498	19,855	21,353	100%
Title III, Immigrants	N/A	N/A	N/A	N/A
Title IV, Part A, Safe and Drug-free Schools and Communities	0	8,847	8,847	100%
Title V, Part A, Innovative Programs – Parental Choice	0	1,532	1,532	100%
Adult Education	N/A	N/A	N/A	N/A
Career Technical Education	N/A	N/A	N/A	N/A
McKinney-Vento Homeless Education	N/A	N/A	N/A	N/A
IDEA, Special Education	N/A	N/A	N/A	N/A

21 st Century Community Learning Centers	N/A	N/A	N/A	N/A
Other (describe)	N/A	N/A	N/A	N/A
TOTAL	1,498	493,808	495,306	100%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	N/A	N/A	N/A	N/A
EIA – Limited English Proficient	N/A	N/A	N/A	N/A
School and Library Improvement Block Grant	N/A	N/A	N/A	N/A
After School Education and Safety Program	N/A	N/A	N/A	N/A
Child Development Programs	N/A	N/A	N/A	N/A
Educational Equity	N/A	N/A	N/A	N/A
Gifted and Talented Education	N/A	N/A	N/A	N/A
Tobacco Use Prevention Education – (Prop. 99)	0	203	203	100%
High Priority Schools Grant Program (HPSG)	N/A	N/A	N/A	N/A

School Safety and Violence Prevention Act (AB 1113)	N/A	N/A	N/A	N/A
Healthy Start	N/A	N/A	N/A	N/A
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	N/A	N/A	N/A	N/A
English Language Acquisition Program	N/A	N/A	N/A	N/A
Community Based English Tutoring	N/A	N/A	N/A	N/A
Other (describe)	N/A	N/A	N/A	N/A
TOTAL	0	203	203	100%

Part II
The Plan

Needs Assessments

Academic Achievement
Professional Development and Hiring
School Safety

Descriptions – Program Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

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

Academic Performance

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

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

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

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals with the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend

such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). *California's Healthy Kids Survey* may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – Program Planning

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

District Profile

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

The Vision

The educational community known as Student Success Programs - The Charter School of San Diego is committed to the development of a personalized, instructional program that demonstrates positive outcomes for each student.

The Charter School of San Diego is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform.

The Charter School of San Diego is committed to collaborative efforts which improve the quality of life for students, their families, its employees and the San Diego community-at-large.

The Mission

The Charter School of San Diego will implement personalized, educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

Strategic Objectives


To respond to its stakeholders' requirements and to ensure the organization's long-term sustainability, The Charter School of San Diego (CSSD) will:


- provide a personalized and rigorous academic experience for its students
- recruit, hire, develop and maintain a highly qualified faculty and staff
- provide a supportive and safe environment
- be a role model for reform


Basic Values

Kids come first.

 Education at CSSD is personalized, individualized, and high quality.

 CSSD is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high-energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning.

 CSSD is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and students learn.

 CSSD employees are accountable for their work.

 People-centered teams focus on supporting quality teaching and learning. Performance is measured by a variety of indicators that include productivity,

credit ratio, audit ability, quality, performance, and commitment to the vision of CSSD.

- ✚ CSSD is committed to the improvement of the quality of life for students, their families, its employees, and the community-at-large.
- ✚ CSSD uses business principles in managing the school

The Charter School of San Diego (CSSD), officially known as Student Success Programs, Inc. is a role-model public school that dares to be innovative while making a significant difference in the lives of students from grades 7 through 12. Offering an option to traditional schools, CSSD has demonstrated its ability to innovate by creating new and different ways of managing both its instructional and operational systems. The School serves as a role model for innovation and improvement because of five factors: CSSD transforms the lives of students who are “at risk” in the educational system – moving many from failure to college bound. CSSD is run like a business with strategic objectives, action plans, and data-driven systematic accountability for employees, and operational practices which sets targets and measures data-oriented results focused on improvement.

- CSSD is innovative, responsive and agile.
- CSSD holds teachers accountable for students’ learning and success.
- CSSD is a successful prototype for educational reform.

As a school of choice with an open enrollment policy, students may enroll any time of the year by contacting the counselor at their school of attendance or by contacting CSSD directly. Currently, the school operates with an enrollment of approximately 2015 students. Student segments include GATE (11.3%), ELL (7.5%), and special education (4.1%). Student demographics generally mirror those of San Diego Unified School District (SDUSD) which include: white (34%), Hispanic (39%) and African-American (17%). CSSD students’ profile is generally made up of needs that include truancy, failed courses, disengagement from the learning environment, and poor academic preparation for entry into middle or high school. Many students attend CSSD because they are seeking a unique educational option. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn.

Organizational Culture: The culture at CSSD reflects openness to a different way of doing things for the betterment of the students. Every person at CSSD is committed to doing what is needed to “make a difference for kids.” The testing point for decision-making is based on “*Is it good for kids?*” CSSD achieves this through continuous improvement, relationship building, collaboration and accountability.

CSSD’s vision, mission and values drive the culture and each aspect of the organization. From the inception of the school, parents, students, teachers, administrators and community members had a vision of an entirely new type of school that would meet the needs of students who were not succeeding in traditional schools and students who preferred an alternate method of completing high school. The founders were committed to developing an educational option of the highest quality.

This vision was influenced by research that shows that high school is a time of great risk

because often schools are large, impersonal, and competitive. This supports the vision for a “personalized, instructional program that demonstrates positive outcomes for each student.”

CSSD teachers are committed to the delivery of excellence in teaching. They are actively involved in the development of a curriculum that is rigorous, aligned to California standards, and meets the individual needs of the students. Teachers are engaged with parents’ almost weekly, meeting formally several times a year, making home visits and phone calls to discuss student progress. A student’s family is considered a vital part of the learning process.

Main Educational Programs, Offerings and Services: CSSD is primarily re-directive in nature, assisting students to become grade-level proficient and appropriate for their age so that they can successfully advance in an educational setting. Students may opt to graduate from CSSD or may transition into another educational setting of their choice. The CSSD program is designed to support students in fulfilling the requirements needed to receive a high school diploma.

Courses at CSSD are based on the California state course standards. Since students often return to their resident schools, the instructional program and graduation requirements are aligned with SDUSD.

In addition to providing a rigorous, personalized academic experience, CSSD works to alleviate social and personal pressures that can impact academic performance. The School has many partnerships and alliances which provide community resources to students and their families. These community service providers include assistance relating to health, counseling, employment, work force support, and more.

At CSSD, the students’ educational experience is guided by a highly qualified staff working within a safe, supportive environment. The primary mode of instruction is non-classroom based. Students meet on site two to five times a week. Their study is supplemented with seminars, workshops, guest speakers, tutoring and field trips. These individual and small group activities offer opportunities to develop basic skills, explore careers, learn higher-level thinking skills, expand interpersonal relationship skills, and enrich the core curriculum. Independent study and supplemental activities are overseen by a teacher who is supported by a paraprofessional. A student’s course of study is based on a Personalized Education Plan (PEP). This plan is developed by the CSSD counselor along with the student, parents and teacher. It considers high school graduation requirements, the student’s short and long-term goals, learning styles, previous schoolwork, current interests, academic achievement, skills development and standardized test scores. The PEP is reviewed and updated by the parents, student and teacher on a regular basis throughout the student’s enrollment.

Students are enrolled in one or two courses at a time and must complete one course every three to four weeks. Students can progress at an individualized pace, receiving tutoring or enrichment as needed. Students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards. Rather than measure attendance by being present in the classroom, CSSD measures attendance by the successful and satisfactory completion of the work product. Curriculum development and instructional guides support a high standard of performance from each student. Maintaining rigor is key to assuring a uniform expectation for learning across the instructional program.

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.

The assessment tools used by CSSD will include both standardized and performance-based assessments as guided by the State Frameworks. Assessment will also promote and support reflection and self-evaluation on the part of students, staff, and parents. There will be regularly scheduled teacher/parent/student meetings in addition to tri-annual master agreement conferences to ensure that student outcome goals are being met.

To assess the School outcome goals, CSSD will aggregate data of progress on individual student outcomes and chart progress over time. CSSD will implement pupil performance evaluation systems that permit evaluation of the educational progress of each student.

Measures used at CSSD will include a variety of assessment tools to determine academic progress such as:

State-Mandated Tests

- California Standardized Testing and Reporting (STAR) Program – CSTs, CAT6, CAPA, and Aprenda
- California High School Exit Examination (CAHSEE)
- California English Language Development Test (CELDT)
- Fitnessgram

Local Assessments and Performance Indicators

- Pre and post testing of core content areas (i.e. reading, vocabulary, and mathematics)
- End-of-Course Examinations aligned to California State Standards
- Learning Productivity Index (LPI- locally developed measure to monitor learning productivity of each classroom)
- Portfolios (evaluations made according to charter rubrics)
- Exhibitions
- Oral presentations
- Student/parent/mentor observations
- Student and parent self-assessments
- Performance-based and skill demonstrations
- Benchmark assessments.

Other Measures

- Academic grade point averages
- Completion of credits
- Suspension and expulsion rates
- Attendance

While the standards-based assessments will enable CSSD to monitor both the individual student's and the School's performance, they do not fully meet the assessment needs of the students or faculty. Less formal, more frequent forms of feedback related to specific learning objectives and tailored to the needs of the individual students will be achieved through the School's local assessments and performance indicators. By asking students to reflect on their own performance, they become empowered to recognize their progress and become responsible for their own learning. Therefore, to document student learning, alternative assessments used by CSSD will include projects, exhibitions, and other evaluations used during the instructional year. This will be consistent with the School's opportunities for choice and desire to encourage individual interests and talents. In addition to offering teachers a tool for gauging a student's progress, as well as their strengths and challenges, the School's evaluation report will include procedures that bring students and parents into the assessment process.

Additionally, the School's success will be measured not only by levels of achievement established by the PSAA and NCLB, but also by alternative measures such as the state's similar schools ranking that compares schools with comparable educational challenges.

Together, these measures will provide a complete picture of the learning community at CSSD and will offer students, teachers and the School necessary information to continuously improve.

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

<p>SCHOOL GOAL # 1 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) Based on analysis of student data, all students will increase their skill level by 5% in Reading and Language Use by utilizing the Northwest Evaluation Association-MAP (a local assessment tool).</p>	
<p>Student groups and grade levels to participate in this goal: All students grades 7-12 who are performing below grade level and/or proficiency.</p>	<p>Anticipated annual performance growth for each group: Increase in the number of students scoring proficient or advanced in CST's Growth in individual NWEA Student Results Proficiency rates on the CAHSEE Individual student results and progress</p>
<p>Means of evaluating progress toward this goal: CST results API AYP CAHSEE Results NWEA-MAP's (Local Assessment) Individual Student Data</p>	<p>Data to be collected to measure academic gains: API AYP CAHSEE Results Northwest Evaluation Association (NWEA) Data-RIT Score Individual Student Academic Results-GPA, course completion, increase in RIT Score</p>

Planned Improvement in Student Performance in Reading -

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: An annual curriculum review of Independent Study course syllabi is conducted for alignment with CA state standards based. Curriculum teams review student and program results to ensure alignment</p>	<p>Curriculum Council Administrator Teachers/ Ongoing-Annually</p>	<p>Purchase of new texts as necessary</p>	<p>\$33,441</p>	<p>Title I Lottery Instructional Materials Lottery Fund</p>

and focus on remediating any instructional gaps. After courses are reviewed and revised (if needed) a final review is done by a curriculum lead to ensure all standards have been addressed within the curriculum.		Printing of new lesson guides as necessary	\$5,000	Title I Base Revenue Limit
2. Use of standards-aligned instructional materials and strategies: All instructional materials purchased are standards-aligned based on vendor specific materials that are CA standards-based as well as state-adopted approved materials. Rubrics are aligned with expected student outcomes based on CA state-standards and supplemental materials are also from vendors that have CA state-standards embedded. Professional development is implemented when needed on standards-aligned materials by the curriculum teams.	Curriculum Council Administrator Teachers/ Ongoing-Annually	Purchase of new texts as necessary	\$26,752	Base Revenue Limit Instructional Materials Lottery Fund
		Printing of new lesson guides	\$6,000	Title I Base Revenue Limit Instructional Materials Lottery Fund
		Professional Development	\$88,462	Title I Base Revenue Limit
3. Extended learning time: Supplemental reading sources for use by students at home and on site are distributed based on student needs. Workshops, small group instruction, and one on one instruction is also implemented based on the student's personalized education plan developed by the teacher, parent, and student.	Administrator Teachers/ Ongoing	Purchase of library books	\$20,064	Title I Base Revenue Limit

Description of specific actions to Improve Student Achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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<p>4. Increased access to technology: The school has implemented a technology based NWEA-Map's local assessment to assist in focusing instruction based on student results. Individual and program results in reading and language use assessments are reviewed and instruction is adjusted based on results. The instructional site has student desktops for instructional use as well as supplemental audio visual resources to assist with reading.</p>	<p>Administrator Teachers/ Ongoing-Annually</p>	<p>License Fees Personnel Costs</p>	<p>\$39,812 \$106,557</p>	<p>Title I, Title V Title II, Part D, Base Revenue Limit Base Revenue Limit</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Professional Development is aligned with the standards-based instructional materials. Curriculum teams in collaboration with the instructional leads review the course syllabi and student results annually as well as get feedback from the instructional staff on what is needed regarding training. Based on the information, a professional development for the year is created to ensure individual and programmatic instructional needs are met. Instructional strategies and resources are implemented throughout the year at professional development based on the needs of the staff as it relates to the needs of the students.</p>	<p>Administrator Teachers/ Ongoing-Annually</p>	<p>Added 3 contract base days to the salary of the teachers for three full days of professional development</p>	<p>\$131,682</p>	<p>Base Revenue Limit Title I</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): The school has unique instructional setting where a personalized education plan is developed for each student by the teacher, student, and parent. This collaboration is on-going on a daily-weekly basis. Student and program results are distributed at these meetings as well as formally</p>	<p>Administrator Teachers Parents/ Ongoing-Annually</p>	<p>Postage Hospitality for Open House Personnel Costs for teachers</p>	<p>\$7,500 \$21,679 \$2,534,872</p>	<p>Title I Base Revenue Limit Title I Title I, Base Revenue Limit</p>

<p>at open house and annual school mailings. State-mandated student results are distributed when received. Results are reviewed by the school staff and with individuals to determine instructional needs.</p>				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): All new students go through an orientation with their parent and the instructional staff. Student records are received and reviewed prior to the initial meeting. At the meeting, a personalized education plan (PEP) is established and modified as the student progresses and academic outcomes are reviewed. The student's local assessment to focus instruction is reviewed annually and assistance with transition to another instructional program is implemented when needed. The student's PEP guides the student from grade level to grade level as well as course completion and expected outcomes. Academic goals are established and reviewed and both short-term and long-term goals are established and monitored as well.</p>	<p>Administrator Teachers Parents/ Ongoing-Annually</p>	<p>License Fees Technology Support</p>	<p>\$10,000 \$32,000</p>	<p>Base Revenue Limit Base Revenue Limit</p>
<p>8. Monitoring program effectiveness: Review of student and program results with faculty and administrative support team to make instructional adjustments. Review of individual teacher data and implement instructional remediation for teachers. Collect and review data related to the use of computer-based instruction, direct instruction, and other instructional strategies.</p>	<p>Administrator Teachers/ Ongoing-Annually</p>	<p>Personnel Costs</p>	<p>\$2,534,871</p>	<p>Base Revenue Limit</p>

9. Targeting services and programs to lowest-performing student groups: Implement remedial courses/ instructional strategies for students whose NWEA-MAP's, CAHSEE, CST results, and failing grades on end of course exams shows achievement below proficiency level.	Administrator Teachers/ Ongoing-Annually	Purchase of new texts as necessary	\$5,000	Base Revenue Limit
10. Any additional services tied to student academic needs:	N/A	N/A	N/A	N/A

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

<p>SCHOOL GOAL # 2 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) Based on analysis of student data, all students will increase their skill level by 5% in Mathematics by utilizing the Northwest Evaluation Association-MAP (a local assessment tool).</p>	
<p>Student groups and grade levels to participate in this goal: All students grades 7-12 who are performing below grade level and/or proficiency.</p>	<p>Anticipated annual performance growth for each group: Increase number of students scoring proficient or advanced in CST's Growth in individual NWEA Student Results Proficiency rates on the CAHSEE Individual student results and progress</p>
<p>Means of evaluating progress toward this goal: CST results API AYP CAHSEE Results NWEA-MAP's (Local Assessment) Individual Student Data</p>	<p>Data to be collected to measure academic gains: AYP, API CAHSEE Results Northwest Evaluation Association (NWEA) Data-RIT Score Individual Student Academic Results-GPA, course completion, increase in RIT Score from MAP's</p>

Planned Improvement in Student Performance in Mathematics

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: An annual curriculum review of Independent Study course syllabi is conducted for alignment with CA state standards based. Curriculum teams review student and program results to ensure alignment and focus on remediating any instructional gaps. After courses are reviewed and revised (if needed) a final review is done by a curriculum lead to ensure all standards have been addressed within the curriculum.</p>	<p>Curriculum Council Administrator Teachers/ Annually at beginning of school year and NWEA Benchmarks</p>	<p>Purchase of new texts as necessary</p> <p>Printing of new lesson guides</p>	<p>\$15,000</p> <p>\$7,500</p>	<p>Title I, Instructional Lottery Funds, Base Revenue Limit</p> <p>Title I, Base Revenue Limit, Instructional Lottery Funds</p>
<p>2. Use of standards-aligned instructional materials and strategies: All instructional materials purchased are standards-aligned based on vendor specific materials that are CA standards-based as well as state-adopted approved materials. Rubrics/Expected results are aligned with expected student outcomes based on CA state-standards and supplemental materials are also from vendors that have CA state-standards embedded. Professional development is implemented regularly based on standards-aligned materials by the curriculum teams and academic needs of</p>	<p>Curriculum Council Administrator Teachers/ Annually beginning of year CA State Textbook adoption cycle Ongoing-PD</p>	<p>Purchase of new texts as necessary</p> <p>Printing of lesson guides</p>	<p>\$15,000</p> <p>\$6,000</p>	<p>Base Revenue Limit, Title I</p> <p>Base Revenue Limit</p>

the instructional staff.				
3. Extended learning time: Tutoring available in classroom Supplemental math materials for support	Curriculum Council Administrator Teachers/ Ongoing	Instructional materials Personnel Costs	\$20,000 \$2,534,872	Base Revenue Limit

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: Implement NWEA-MAP's (local assessment system) Review Software for math improvement based on student and school assessment results in mathematics. Measures to be used are CST, CAHSEE, and NWEA-MAP's assessment.	Administrator Teachers/ Annually	Software and Licenses	\$39,812	Base Revenue Limit, Title I
5. Staff development and professional collaboration aligned with standards-based instructional materials: Math Conferences/Courses Professional Development in math strategies based on student results and teacher skill level	Administrator Teachers/ Ongoing-Annually	Professional Development Costs	\$175,322	Title I, Base Revenue Limit

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Discussion at Open House, Personalized Education Plan Sessions, and mailing of assessments home.</p>	<p>Administrator Teachers Parents/ Ongoing-Annually</p>	<p>Postage Refreshments for Open House</p>	<p>\$5,000</p>	<p>Title I, Base Revenue Limit Title I</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): Orientation Assessment (NWEA), Personalized Education Plan Sessions Tutoring in math</p>	<p>Administrator Teachers Parents/ Ongoing-Annually</p>	<p>Personnel Costs</p>	<p>\$106,557</p>	<p>Base Revenue Limit, Title I</p>
<p>8. Monitoring program effectiveness: Review of student results with faculty and administrative support team to make instructional adjustments. Review of individual teacher data and implement instructional remediation for teachers. Collect and review data related to the use of computer-based instruction, direct instruction, and other instructional strategies.</p>	<p>Administrator Teachers/ Ongoing-Annually</p>	<p>Personnel Costs</p>	<p>\$2,534,872</p>	<p>Base Revenue Limit, Title I</p>
<p>9. Targeting services and programs to lowest-performing student groups: Implement remedial courses/strategies for students whose NWEA-MAP's, CAHSEE, CST results, and failing grades on end of course exams shows achievement below proficiency level.</p>	<p>Administrator Teachers/ Ongoing</p>	<p>Purchase of new texts as necessary Printing of instructional support materials</p>	<p>\$20,000 \$5,000</p>	<p>CAHSEE Testing, Base Revenue Limit, Title I</p>
<p>10. Any additional services tied to student academic needs:</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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

<p>SCHOOL GOAL # 3 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) Based on analysis of student data, all students will increase their skill level by 5% in Reading, Language Use, and Mathematics by utilizing the Northwest Evaluation Association-MAP (a local assessment tool).</p>	
<p>Grade levels to participate in this goal: All students grades 7-12 who are performing below grade level and/or proficiency.</p>	<p>Anticipated annual performance growth: Meeting and/or exceeding the Annual Measurable Achievement Objectives</p>
<p>Means of evaluating progress toward this goal: CELDT Results CST results API AYP CAHSEE Results NWEA-MAP's (Local Assessment) Individual Student Data</p>	<p>Data to be collected to measure academic gains: Title III Accountability Report API AYP CAHSEE Results CELDT Scores NWEA Data Individual Student Results</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	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	Ongoing-Administrator/ Teachers	CELDT Testing ELL Supplemental Materials	\$40,850	Title III Base Revenue Limit
	2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122 ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)) ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)) 	Ongoing-Administrator/ Teachers	CELDT Testing, re-classification and notification	See above	Title III
	3. How the SSD will promote parental and community participation in LEP programs. Open House, Personalized Education Plan Sessions	Ongoing-Administrator/ Teachers	Parent notification through PEP and Open Houses	See above	Title III Base Revenue Limit

	<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115©. The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency • Academic achievement in the core academic subject 	Ongoing-Administrator/ Teachers	ELL Supplemental Materials Professional Development based on ELL instructional strategies	See above	Title III Base Revenue Limit
Required Activities	<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <ol 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 	Ongoing-Administrator/ Teachers	<p>Professional Development on instructional strategies for ELL</p> <p>Supplemental instructional materials for use with ELL</p>	See above	Title III Base Revenue Limit

Allowab	Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
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1. Upgrade to program objectives and effective instructional strategies, if applicable	Ongoing-Administrator/ Teachers	N/A		
2. Any: a. tutorials and academic or vocational education for LEP students and/or b. intensified instruction	Ongoing-Administrator/ Teachers	Personalization and small group instruction		Base Revenue Limit
3. How programs for English Learners are coordinated with other relevant programs and services Personalized Education Plan implemented for all students Individualized Instruction and tutoring Supplemental Instructional Materials for ELL	Ongoing-Administrator/ Teachers	Personalization and small group instruction Supplemental Instructional Materials for ELL		Base Revenue Limit
4. Any other activities designed to improve the English proficiency and academic achievement of LEP children Personalized Education Plan implemented for all students Individualized Instruction and tutoring Supplemental Instructional Materials for ELL	Ongoing-Administrator/ Teachers	Personalization and small group instruction Supplemental Instructional Materials for ELL		
5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families – a. To improve English language skills of LEP children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children	Ongoing-Administrator/ Teachers	PEP 3 times year Open Houses		Base Revenue Limit

	<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 	Ongoing-Administrator/Teachers	NWEA-MAP's Naviance for focused instruction on student skill level		Base Revenue Limit
	7. Other activities consistent with Title III or EIA/LEP funds				

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

Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
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		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD 	Ongoing-Administrator/Teachers	CELDT Testing and re-classification	See above	Title III
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		Ongoing-Administrator/Teachers	Notification to parents via mailing		Base Revenue Limit

<p>SSD Parent Notification Failure to Make Progress If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>Ongoing-Administrator/ Teachers</p>	<p>Notification to parents via mailing</p>		<p>Base Revenue Limit</p>
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Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
Teachers have strong liberal arts backgrounds	
Standards-based curriculum across the school	
Personal knowledge of students and families	Need for increased content knowledge in Math and Science
Personalized education plan to meet student goals and instructional needs	Improve student productivity
Knowledge of standards and assessments	Improve student learning results
New instructional materials and textbooks aligned to the standards	Ongoing professional development on instructional strategies and best practices
Weekly individual meetings with students and parents	
Detailed documentation of student progress	Flexibility with NCLB “Highly Qualified” for I.S. Programs
Teacher aides for tutoring in each classroom	
Personalizing each course to meet the needs of the students for graduation, catching up on credits and/or catching up to grade level to return to traditional school	
Individual Development Plans for each teacher based on core content knowledge	
Focused Professional Development based on student results and teachers skill level	

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

<p>SCHOOL GOAL # 4__ (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) Based on an annual analysis of Individualized Development Plans (IDP's), teachers will increase their core content knowledge as evidenced by an increase in their NCLB points and/or HQT status. The increase could be by years of service to the profession, professional development; course completion at a CCTC approved university, or passing of a CSET.</p>	
<p>Student groups and grade levels to participate in this goal: Grades 7-12.</p>	<p>Anticipated annual performance growth for each group: Increase in percent of NCLB Highly Qualified Staff</p>
<p>Means of evaluating progress toward this goal: CBEDS Data Individual Teacher IDP's</p>	<p>Data to be collected to measure academic gains: CBEDS/PAIF Individual IDP's</p>

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: Teacher Mentoring Professional Development aligned with curriculum which is standards-based Professional Development based on IDP's and student</p>	<p>Administrator, Teachers, and Curriculum Council</p>	<p>Professional Development Costs</p>	<p>\$423,793</p>	<p>Title II, Part A, Base Revenue Limit</p>

results				
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: Subject Specific Conferences: More content knowledge and instructional strategies for teachers.</p> <p>Mentoring of strategies for teaching will enable teachers to improve instruction and meet the needs of each student.</p> <p>Professional Development: Presentation of curriculum, materials, and instructional strategies that are closely aligned to standards will enable teachers to meet the needs of their students.</p>	Administrator, Teachers, and Curriculum Council	See above	See above	See above
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: The administrator along with the leadership team and faculty will ensure that all professional development is aligned.</p>	Administrator, Teachers, Leadership Team, and Curriculum Council	See above	See above	See above
<p>5. The professional development activities that will be made</p>	Administrator and	See above	See above	See above

<p>available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>The administrator and leadership team will audit and assess.</p>	Leadership Team.			
<p>6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The LEA will research and purchase software for instructional use. Instructional staff will be trained through professional development.</p>	Administrator, Teachers, and Curriculum Council	See above	See above	See above
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>Monitoring by the school leadership and professional development plan.</p>	Administrator and Leadership Team.	See above	See above	See above
<p>8. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the SSD Plan:</p> <p>Focus Groups</p>	Parents, Teachers, and School Leadership	See above	See above	See above
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the SSD will provide training to enable teachers to:</p> <p>a. Teach and address the needs of students with</p>	Administrator and Teachers	See above	See above	See above

<p>different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency</p> <ul style="list-style-type: none"> b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn c. Involve parents in their child’s education and d. Understand and use data and assessments to improve classroom practice and student learning <p>Personalized instruction meets these needs for all types of students listed above. Professional development and the Teacher Mentoring will broaden the expertise of teachers and their aides.</p> <p>Independent study allows students and teachers to focus on learning. Training in the use of support services and strategies aids in the ability to individualize.</p> <p>Teachers, parents, and students meet weekly to monitor the student’s progress. Teachers also utilize home visits, phone, calls, and letters as a way to communicate with the parent and student.</p> <p>Professional Development will include the analyses of data and assessing instruction in the classroom based on that data.</p>				
<p>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119: Professional Development based on principles of adult learning with mentors and peer coaches Teacher participation in Core subject matter conferences/courses.</p>	<p>Administrator and Teachers</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>

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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"> ❑ Clean and safe classrooms with a warm and inviting atmosphere ❑ Enthusiastic and caring teachers ❑ Weekly parent contact ❑ Open Enrollment ❑ Standards-based curriculum ❑ Independent Study ❑ Knowledge of student needs by assessment 	<ul style="list-style-type: none"> ❑ Tutoring for students in subjects that are difficult in and Independent Study setting ❑ Community resources for parents and students

Environments Conducive to Learning (Activities):

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

ACTIVITIES
<ul style="list-style-type: none"> ❑ Personalized Education Plan and supervision of progress ❑ Independent Study ❑ Close contact with students and parents ❑ Teacher interventions ❑ School interventions ❑ Community Resources and outreach ❑ Small group instruction ❑ Workshops and guest speakers that focus on supporting students physical, social, emotional, intellectual, and psychological needs ❑ Maintenance of safe, clean, and well-equipped classrooms

HOME-SCHOOL COMPACT

Student Commitments:

- I will come to the classroom regularly as required by the teacher, on time, prepared, with work
- I will bring all of my work, my book(s), and related materials to the classroom every time I come in
- I will commit to the classroom expectations, complete all assignments to the best of my ability, and get help when I need it. I will initiate communication with the teacher when needed
- I will average no more than three and a half weeks or 20 school days to complete each course
- I understand that by completing one course every three and a half weeks I will earn the same number of credits (12) as a student earns in a traditional school. If I wish to earn credits at an accelerated pace, I understand I must earn more than one credit (course) every three and a half weeks. This equals approximately seven lessons per week
- I will follow school rules, including the Internet Use and Zero Tolerance Policies. I will also adhere to the Student Citizenship requirement and Loitering Law
- I will cooperate with adults and other students and I will respect the rights of others to learn and help to create a positive learning environment for everyone
- I will not use profanity or make derogatory statements (“put-downs”)
- I will respect the property of the school, the community, and others
- I will be responsible for the care and return of all instructional materials and textbooks
- I will maintain honesty and integrity in completing all work, tests, and assessments
- Every day, I will spend time studying and completing schoolwork. and will study at least five days a week
- I will adhere to the dress code when I come to school
- I will take all closed-book and State-mandated tests/assessments to the best of my ability
- I will read and adhere to the guidelines outlined in the student/parent handbook

Parent/Guardian Commitments:

- I will ensure my child attends school regularly, on time, prepared, with work
- I will provide or arrange for transportation to and from the classroom and will adhere to classroom drop off and pick-up rules
- I will hold high expectations for my child and regularly monitor my child’s progress
- I will know and support school rules and the independent study definition of attendance (completed student work [lessons] rather than time spent in the classroom)
- I will support my child by understanding student/parent rights and responsibilities
- I will participate in decisions related to the education of my child when appropriate
- I will inform the teacher of family vacations. I will include time during vacations for my child’s continued education
- I will provide a place and adequate supervision for completion of schoolwork at home
- I will establish a schedule with my student for study time
- I will contact the teacher about concerns or problems and I will be available to the teacher and will return teacher calls in a timely manner
- I will attend a minimum of three parent-teacher conferences each year and will attend

additional conferences as requested by the teacher or designee

- I will ensure my child works daily on schoolwork and maintains a Contemporaneous Log

- I will ensure my child is present for, and ready to take, all class closed-book and State-mandated tests/assessments

- I will read and adhere to the guidelines outlined in the student/parent handbook

Teacher Commitments:

- I will set high expectations for every student and use various teaching strategies to motivate and encourage all of my students

- I will provide an enriching academic program based on standards

- I will give my students timely feedback on their work. I will keep the daily work on file for at least one month after each student completes a course

- I will equitably enforce rules and provide a safe and supportive learning environment

- I will seek additional resources, such as peer coaching/tutoring, etc., to meet my students' academic needs

- I will support my students' non-academic needs as it relates to their academic success

- I will create a welcoming environment for students, families, and community members

- I will provide opportunities for parents to volunteer, observe, and/or participate in classroom activities

- I will actively participate in school/site decision making

- I will communicate with the parents of my students through frequent reports on their child's progress. I will notify parents of any concerns or problems in a timely manner

- I will schedule parent-teacher conferences, return parent calls, and be reasonably available to parents

- I will conduct home visits when intervention is needed to support student success

- I will suggest ways that parents can support their child's learning at home

- I will prepare students for closed-book and State-mandated tests/assessments with curriculum and instruction that will help students meet high standards within each subject

School Commitments:

- We will work to ensure a positive learning environment at the school

- We will hold high expectations for student achievement

- We will provide instructional leadership to inspire and encourage a highly qualified faculty to learn and practice a variety of effective teaching strategies

- We will ensure a rigorous curriculum is in place at our school that addresses student needs and enables students to meet or exceed standards

- We will effectively utilize site and community resources to improve student achievement

- We will foster a safe and supportive learning environment

- We will create a welcoming environment for students, families, and community members

- We will provide regular and direct communication regarding school and learning issues to students, families, and the community

- We will ensure all stakeholders have the opportunity to be involved/represented in the school decision-making process

- We will provide equitable opportunities for parents to support student learning and strengthen parent involvement

- We will support the commitments the home and school make to each other as reflected in this Compact

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"> ❑ Close relationship with parent and student ❑ Caring teachers ❑ Independent Study; students are not around peer pressure ❑ Zero Tolerance agreement is signed and enforced by teachers ❑ Teacher relationship with employers of working students 	<ul style="list-style-type: none"> ❑ Parent and student education programs for positive lifestyles ❑ More community resources for student and parents referrals

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: <u>4/20/07</u> Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	55 %	2 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	35 %	1 %
The percentage of students that have used marijuana will decrease biennially by:	53 %	2 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	42 %	2 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	28 %	1 %
The percentage of students that feel very safe at school will increase biennially by:	34%	2 %

The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	14 %	1 %
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by _____ from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	N/A	N/A
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: <u>04/20/07</u> 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:	42 %	2 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	46 %	5 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	8 %	5 %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	39 %	5 %

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.

N/A

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.

N/A

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

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
	Conflict Mediation/Resolution		
	Early Intervention and Counseling		
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
	School Policies		
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		
	Youth Development		
	Caring Schools		
	Caring Classrooms		

	Other Activities		

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

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

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

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

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

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

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

CSSD is an open enrollment school and students enroll throughout the year. With the increased number of students who are admitted into CSSD and redirected to traditional school, the results may reflect the students experience and perception with their previous school within the "last 30 days" or the "most recent 12 months". When comparing the most recent survey spring of 2007 and previous survey in spring of 2003, the data shows that the students reported and overall decrease in alcohol and other drug use. For example, "The percentage of students that have ever used cigarettes" in 2003 was reported at 60%. In 2007, the percentage of students that have ever used cigarettes decreased to 55%. "The percentage of students that have used marijuana within the past 30 days" was reported at 34% in 2003 and decreased to 28% in 2007. "The percentage of students that feel very safe at school" was reported at 28% in 2003. Whereas in 2007, students reported feeling very safe at school at 34%. There are areas of improvement as a school noted in safety and protective factors. Since this section was not reported in the 2003 CHKS survey, the 2007 and 2002 survey results that will be compared. For example, "The percentage of students that report high levels of high expectations from a teacher or other adult at their school" was reported to be 73% in 2002 and 46% in 2007. Another area of improvement is "The percentage of students that report high levels of school connectedness at their school" was 57% in 2002 and 39% in 2007. Comparing the data with the California Student Survey, students reported "high levels of school connectedness at their school" at an average 27%. Being an independent school system, it is a challenge for students to feel school connectedness. CSSD strength has been in the area of community connectedness because the students and their families receive one-on-one assistance with local resources they need. The teachers continuously strive and counsel each individual student regarding school expectations and progress. CSSD also developed a committee called "Pathways" in 2007 which consist of school counselors working with teachers and students' future goals. The "Pathways" program is tailored to meet students' needs after high school which may include college, vocational school, job and independent living. Since this is a state-wide concern as well, CSSD will continue to develop ways in improving school connectedness with the students, school and community.

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.

The Charter School of San Diego (CSSD) will conduct the CHKS survey bi-annually. Comparables and trends identified in the most recent survey and the previous survey years will be presented and discussed with the administration and staff. CSSD is an independent study school for students who have goals of redirecting back to traditional school because they may be credit deficient for various reasons. In addition, we serve many students with complex concerns and may have difficulty in traditional school setting that requires ongoing intervention. Routine health screenings, counseling and follow-up is the ongoing routine of the nurse. The nurse utilizes a psychosocial risk assessment instrument developed for use with adolescents. This instrument is a good way to intervene and discuss high risk topics such as suicide risk, sex as well as alcohol and drug use. Our organization strives to assist students with academic success as our program is tailored to each student's individual educational and health needs during and after enrollment in our program. Local resources are continuously utilized to assist students with individual struggles such as smoking, alcohol and/or substance use and mental health concerns. To name a few, local services CSSD use are San Diego County 211for community, health and disaster referrals, UCSD Smoker's Helpline for smoking cessation, public health nursing for high risk pregnant and parenting teens and Council of Community Clinics in order for students and their families to be able to access quality health care and related services for low-income and the uninsured populations. With advanced technology and an improved data system, the nurse will be able to monitor and compare data of specific health visits and follow-up with the students from year to year in order to identify trends. CSSD's strength within the program is one-on-on instruction with the students. Teachers communicate with the counselors, nurse and school site coordinator with any concerns regarding the students. Routine reports of student interventions and learning productivity index are compiled into data for continuous program improvement. CSSD's school and health data, along with the CHKS results, will be valuable information in program development towards student success.

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.

N/A

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])

The administrator will collect information on all prevention programs available. The administrator and school leadership will then select the appropriate programs to meet the needs of the students.

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.

The administrator will collect information on all prevention programs available. The administrator and school leadership will then select the appropriate programs to meet the needs of the students.

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.

Parents are very involved in their child's education at CSSD. They attend weekly meetings where monitoring and individualized goal setting is implemented. Teachers, Parents, and Students are in constant communication and any issues regarding safety, drug and tobacco use are addressed immediately where as a team they may come up with solutions or resources.

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.

CSSD has information pertaining to the consequences of tobacco use in several of its courses, one of them being the Child Development and Parenthood Education course that are given to pregnant minors as an elective credit. The Nurse Practitioner also has information regarding the effects of tobacco use and pregnancy that teachers may refer students to.

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	

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

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<ul style="list-style-type: none"> ❑ Students take one course at a time ❑ Students receive individualized attention and tutoring when a problem is identified ❑ Students, Parents, and teachers are in constant communication so that they can monitor student progress 	ALL	Teacher, Administrator, Students, Parents	Credits earned per a month by students Credit audits Consistent evaluation on the Personalized Education Plan	Base Revenue Limit,
5.2 (Dropouts)	<ul style="list-style-type: none"> ❑ Students and Parents meet weekly with the teacher to monitor progress ❑ If needed, student, parent, and teacher meet with the administrator to 	ALL	Teachers, Parents, Students, Administrator	Drop-out report Teacher Contact Logs Evaluation on the Personalized Education Plan	Base Revenue Limit

	discuss lack of progress and success and interventions are put into action				
5.3 (Advanced Placement)	Advanced Courses are not offered at CSSD. The flexible schedule allows students to concurrently enroll at the community college for college level courses.	All students 16 years or older and with an adequate GPA	Teachers, Students, Administrator	Number of students concurrently enrolled at the community college	Base Revenue Limit

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>).

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

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other

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

CSSD will provide increased learning opportunities for academically low achievers, and through the use of a business model for making instructional decisions will stand accountable for meeting measurable pupil outcomes.

Students will be identified through the Personalized Education Process (PEP) as they enroll in the school. Many students come to CSSD because they are failing at the traditional school setting. Measures used to identify students are:

- Grade History
- GPA
- CST Results
- CAHSEE Scores
- Parent and student interviews at intake and conferences

staff.

- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

- NWEA-MAP's assessment
- End of course exams
- Attendance records
- Subjective criteria such as teacher judgment

CSSD will assist students to become grade-level proficient and appropriate for their age so they can successfully return to their comprehensive high school. Students may also opt to complete the requirements for their high school diploma, the California High School Proficiency Exam (CHSPE), or the General Education Diploma (GED) at CSSD.

CSSD is a hybrid between a traditional school and the typical independent study program. The primary method of instruction will be independent study supplemented with seminars, workshops, guest speakers, tutoring, and field trips. These individual and small group activities provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum.

CSSD instructional design is based on a "university model." CSSD students study one subject/course at a time and are required to complete one course every three to four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed. CSSD students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards.

Student performance outcomes will be regularly measured and monitored by teachers and management and shared with parents and stakeholders as appropriate. CSSD will hold itself accountable for meeting measurable pupil outcomes, employ a performance based accountability system, and focus on continuous improvement. Performance measures will include state and federal mandated test results plus pre- and post-testing, end of course exams aligned to California State Standards, and course completion. CSSD benchmarks the results with alternative programs within the district/county, and with traditional high schools in the district/county with similar demographics.

The education program at CSSD is standards-based with curriculum that follows the California State Frameworks. To ensure that courses are consistent, rigorous, and contain content standards, teachers will collaborate in subject specific departments to create, review, and revise courses used throughout the school. Personalized education plans are developed for each student in order to address the skill level, learning style and academic goals. These individual plans are developed in collaboration with the teacher, student, and parent. They are reviewed and updated throughout the student's enrollment at CSSD. The relationship between the student, parent, and teacher is necessary for the student's success.

All staff will receive extensive teacher training and mentorship/peer guidance. Upon being selected as a member of the CSSD instructional team, teachers will participate in a multi-day orientation program that includes presentations from the school leadership and experienced teachers, with emphasis on how to meet the needs of our specific targeted student population. New teachers are paired with experienced

teachers for mentoring and classroom-shadowing. The training focuses on CSSD's educational philosophy and policies, use of curriculum resources, assessment of students, and focused teaching strategies that aligns with the targeted student population. This initial training is followed by regular training throughout the school year. As needs are identified through student data reviewed by senior staff bi-monthly, teachers give feedback on professional growth needs. Ongoing professional development opportunities will be incorporated into the CCS meeting structure which includes monthly instructional and faculty meetings. Teachers are encouraged to attend seminars and workshops offered by local universities, the County Office of Education, and professional associations.

In addition, CSSD will create formal professional development plans for each teacher yearly and updated quarterly. This plan will be created by the teachers themselves in collaboration with the Leadership Team and experienced teachers. This plan will: 1) ensure that 100% of CSSD's teachers are NCLB compliant; 2) will utilize our student assessment data to focus student-specific teaching strategies; 3) address different student learning styles, including special needs, ELL, and GATE to maximize engagement in the learning process; 4) deepen teachers' content knowledge and enhance their skills in understanding and organizing subject matter for student learning; 5) increase teacher knowledge of the standards and instructional methods in their subject areas to ensure students' mastery of the state standards; 6) equip teachers with the skills to implement assessment as an essential strategy in personalizing student learning; 7) regular evaluations will review data relating to teacher effectiveness.

Parents are one of the greatest factors affecting their children's education and must be actively involved to ensure

their children's achievement. Teachers therefore will ensure that parents review and understand their students' achievement data. Parents must sign a contract which articulates their commitment and involvement in support of their student's learning. This commitment involves working closely with the teacher. Teachers have a unique role in our school which requires weekly progress phone calls, quarterly home visits, monthly letters, weekly counseling and interventions, and regular parent/student/teacher conferences.

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.

Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:

- Identify children who are failing or most at risk of failing to meet the state academic content standards.
- Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.

Include solely teacher judgment, parent interviews and

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

N/A

developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.

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.

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.

Homeless students will receive all required services. Students may enroll at anytime throughout the year. The school staff will work with the district charter liaison in ensuring that students are receiving the appropriate services for academic success.

N/A

Additional Mandatory Title I Descriptions
(continued)

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

If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:

- Assistance in developing, revising, and implementing the school plan.
- Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.
- Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.
- Assistance in analyzing and revising the school budget so the school’s resources are used effectively.

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

N/A

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."

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.

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

N/A

Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.

CSSD is a charter school which is an option to students within San Diego County. Students may choose to enroll at any time and may also transfer back to their school of residence at any time.

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."

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.

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

The selection and development of a highly qualified staff is one of the school's highest priorities. Strategies for recruitment include: 1) outreach to local teacher-training universities within San Diego County such as the University of San Diego, National University, CSU San Diego, University of California, San Diego, and other local independent/community colleges; 2) posting on the Edjoin.org, MonsterTrak.com, and careers Internet bulletin board that service universities both locally and nationally; 3) advertisements placed in local newspapers such as the Union-Tribune and other local newspapers; 4) California Charter School Association and Charter Schools Development Center web sites; 5) The spring 2007 teacher recruitment and job fair of SDCOE; 6) Chamber of Commerce and Rotary; 7) word-of-mouth recruitment.

Prospective teachers complete their application on-line using the Edjoin.org web site. This allows applicants to be screened for minimum qualifications, including the NCLB requirements of 'highly qualified' which includes an undergraduate degree in the subject to be taught and a valid single subject credential in the subject to be taught from the California Commission on Teacher Credentialing (CTC). Selected applicants are invited to interview with a panel of CSSD teachers, to gauge their fit with our targeted student population and educational program needs,

and to complete a work styles/behavior survey. Candidates who successfully complete this phase of the process are then invited to interview with the Leadership Team. Candidates are required to complete a written essay which gauges their educational philosophy and fit with the needs of our targeted student population. References for applicants are checked before an offer of employment is made.

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.

Personalized education plans will be developed for each student in order to address the skill level, learning style and academic goals. These individual plans are developed in collaboration with the teacher, student, and parent. They are reviewed and updated weekly throughout the student's enrollment at CSSD. This process is accomplished via close cooperation between the student, parent, and teacher.

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

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

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

Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

N/A

- a. Even Start
- b. Head Start
- c. Reading First
- d. Early Reading First
- e. Other preschool programs
- f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.

Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.

Part III
Assurances and Attachments

Assurances
Signature Page
Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The SSD will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The SSD will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The SSD will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The SSD will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The SSD will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.
9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.
 - 9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The SSD will comply with the armed forces recruiter access provisions required by Section 9528.

TITLE I, PART A

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the SSD receives more than \$500,000 in Title I funds, it will allow one percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Develop the school plan pursuant to California *Education Code* Section 64001 and Section 1114 and undertake activities pursuant to Section 1115 so adequate yearly progress toward meeting the State student academic achievement standards is made.
16. Fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an SSD that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act.
20. Develop and implement plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform the school community of the SSD's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 concerning factors that have significantly affected student achievement at the school.
24. Ensure, through the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress the school to determine whether it is making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California *Education Code* Section 64001.
28. For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

TITLE I, PART D – SUBPART 2

30. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
31. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
32. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The SSD, hereby, assures that:

- The SSD will comply with Section 9501 (regarding participation by private school children and teachers).
- The SSD has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

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

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in

the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

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

TITLE III

38. The SSD assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the SSD Plan.
39. The SSD will be accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The SSD is complying with Section 3302 prior to, and throughout, each school year.
41. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The SSD has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The SSD ensures that the programs will enable English Learners to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The SSD is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The SSD assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The SSD has a plan for keeping the school safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.
50. The application and any waiver request under Section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

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

Other

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

Mary Searcy Bixby

Print Name of Superintendent

Signature of Superintendent

Date

School Site Council Recommendations and Assurances

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (list) School Leadership and Staff

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: 9/10/2008.

Attested:

 Mary Searcy Bixby

Typed name of school principal

Signature of school principal

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,

Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D,

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

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

Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

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

<i>Research-based Activities</i>	<i>Research Summaries Supporting Each Activity:</i>
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page

	108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs

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

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

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

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

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral	7 to 8			x	x		C

Monitoring and Reinforcement							
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C

Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
<u>Personal/Social Skills Lessons</u>	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
<u>Project Alive</u>	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
<u>Project Life</u>	9 to 12		x				A
Project PACE	4					x	C

<u>Project SCAT</u>	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
<u>Smokeless School Days</u>	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time	K to 9				x		D

Strategy							
Tinkham Alternative High School	9 to 12					x	C
<u>Tobacco-Free Generations</u>	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

APPENDIX F

Appendix F: Sample School and Student Performance Data Forms

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

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

Table 1: Academic Performance by Ethnicity

API PROFICIENCY LEVEL		All Students			White			African-American			Hispanic			Asian		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Number (#) and Percent (%) At or Above Proficient	#	304	291	380	n/a	144	189	n/a	43	44	n/a	92	110	n/a	10	8
	%	27	23	27	n/a	23	29	n/a	18	20	n/a	18	21	n/a	21	42
Number and Percent At Basic	#	386	393	471	n/a	123	149	n/a	72	85	n/a	157	184	n/a	14	5
	%	34	31	34	n/a	30	31	n/a	30	39	n/a	31	34	n/a	30	26
Number and Percent Below Basic	#	264	351	367	n/a	74	91	n/a	73	64	n/a	69	174	n/a	17	4
	%	23	28	27	n/a	18	19	n/a	31	29	n/a	33	32	n/a	37	21
Number and Percent Far Below Basic	#	172	229	170	n/a	63	55	n/a	51	27	n/a	96	76	n/a	5	2
	%	15	18	12	n/a	16	11	n/a	21	12	n/a	91	14	n/a	11	11
TOTAL NUMBER AND PERCENT		#	1124	1265	1383	n/a	404	484	n/a	239	220	n/a	514	544	n/a	19

	%	100	100	100	n/a	32	35	n/a	19	16	n/a	41	39	n/a	4	14
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Conclusions indicated by the data:

1. The percent of students reaching proficient/advanced has increased for the last three years.
2. There has been a decrease of 3% for the number of students scoring Far Below Basic.
3. Within the significant sub-groups listed, the percent of students scoring proficient/advanced has increased, while the number of students tested has increased as well.
4. Intensive, focused instruction with the Hispanic and African-American population needs to continue.

Table 2: Academic Performance by Grade Level for Math

API PROFICIENCY LEVEL		Grade: __7			Grade: _8_			Grade: __9			Grade: _10			Grade: _11		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	7	5	9	3	1	2	9	11	7	8	11	7	17	13	16
	%	24	20	22	5.3	1.6	4	3.2	3.3	2	2.3	2.8	2	4.2	2.8	3
Number and Percent At Basic	#	7	8	18	11	10	7	26	47	34	50	49	3	43	43	59
	%	24.1	32	44	19.3	16.1	12	9.2	14.2	11	14.5	12.6	12	10.7	9.5	12

Number and Percent Below Basic	#	11	9	11	24	33	27	15	16	15	17	21	25	19	22	2
	%	37.9	36.0	27	42.1	53.2	47	53.7	48.2	52	50.4	53.8	54	47.3	50.1	4
Number and Percent Far Below Basic	#	4	3	3	19	18	20	96	11	10	11	12	15	15	17	1
	%	13.8	12	7	33.3	29	34	33.9	34.3	34	32.8	30.8	32	37.8	37.6	3
TOTAL NUMBER AND PERCENT	#	29	25	41	57	62	58	283	332	302	345	390	477	402	455	503
	%	2.5	2	3	5	5	4	25	26	22	31	31	34	36	36	3

Conclusions indicated by the data:

1. Due to the intervention instructional setting of CSSD, student results vary from year to year as students either return to a traditional or alternative setting.
2. Intensive, focused math instruction is needed at all grade levels.
3. Percentage of students at each grade level has been relatively consistent over the past three years, while the number of students being tested has increased.

Table 3: Academic Performance by Grade Level for English Language Arts

API PROFICIENCY LEVEL		Grade:__7			Grade:_8_			Grade:__9			Grade:_10			Grade:_11		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
		Number (#) and Percent (%) At or Above Proficient	#	11	11	19	20	17	29	100	103	97	79	70	129	94
	%	37.9	44	47	34.5	27.4	50	35.2	31	32	22.8	18	27	23.2	20	21
Number and Percent At Basic	#	13	6	7	22	20	19	109	103	121	124	140	163	117	123	161
	%	44.8	24	17	37.9	32.3	33	38.4	31	40	35.7	36	34	28.8	27	32
Number and Percent Below Basic	#	3	3	12	11	14	8	55	86	67	89	125	124	105	123	156
	%	10.3	12	29	19	22.6	14	19.4	26	22	25.6	32	26	25.9	27	31
Number and Percent Far Below Basic	#	2	5	3	5	11	2	20	40	18	55	55	67	90	119	80
	%	6.9	20	7	8.6	17.7	3	7	12	6	15.9	14	14	22.2	26	16
TOTAL NUMBER AND PERCENT	#	29	25	41	58	62	58	284	332	303	347	390	483	406	456	503
	%	3	2	3	5	5	4	25	26	22	31	31	35	36	36	36

Conclusions indicated by the data:

1. 7th and 8th Grade students show strong results for proficient/advanced in ELA.
2. 10th Grade students have increased in the number scoring proficient/advanced.
3. Intensive, focused ELA instruction is needed at all grade levels.
4. Due to the intervention instructional setting of CSSD, student results vary from year to year as students either return to a traditional or alternative setting.

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

AYP PROFICIENCY LEVEL	All Students			White			African-American			Asian			Hispanic			English Learners			Socioeconomic Disadv			Students w/Disabilities			
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	
	Participation Rate	99	99	98	99	99	98	99	99	99	100	100	100	100	100	99	100	100	99	99	99	99	99	99	99
Number At or Above Proficient	99	76	88	50	34	36	15	10	12	--	--	--	20	23	31	9	9	19	46	36	45	--	--	--	
Percent At or Above	47.4	44	41.7	61	50.7	61	37	30.3	29.3	--	--	--	33.9	33.3	34.8	32.1	33	33	40.7	35.3	32.1	--	--	--	

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	All Students			White			African-American			Asian			Hispanic			English Learners			Socioecon Disadv			Students w/Disabilities		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate	99	99	99	100	99	100	100	99	99	100	100	100	100	100	99	100	100	100	100	100	100	92	100	100
Number At or Above Proficient	54	51	64	36	24	23	3	3	9	--	3	--	9	18	24	2	7	12	26	30	31	--	--	--
Percent At or Above Proficient	25.1	25.9	29.6	43.4	35.3	36.5	7	8.3	20.9	--	27.3	--	15	24.7	27.9	6.9	21.9	20	22.2	27.5	21.8	--	--	--
AYP Target	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--	No	Yes	Yes	--	--	--	Yes	Yes	Yes	--	--	--

Conclusions indicated by the data:

1. CSSD has excelled above the minimum participation rate of 95% for the last three years.

2. CSSD has increased the number of African-American students meeting proficiency/advanced in Math from year 2 to year 3 by 12.6%. The Hispanic population increased by 3%, White by 1%. ELL decreased by 1% while the number tested has almost doubled. SEDA students decreased by 6%.

3. CSSD's significant sub-group population is increasing. Close monitoring of school demographics and the focused instruction on academic needs must continue to ensure student proficiency at all grade levels and student groups.

Table 5: California English Language Development (CELDT) Data 2007

Grade	California English Language Development Test (CELDT) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
7	0	0	0	0	0	0	0	0	0	0	0	0
8	2	22	3	33	3	33	1	11	0	0	9	9
9	3	13	12	52	6	26	2	9	0	0	23	23
10	5	17	11	38	12	41	1	3	0	0	29	29
11	3	14	9	43	7	33	2	10	0	0	21	21
12	4	16	13	52	8	32	0	0	0	0	25	25
Total	17	16	48	45	36	34	6	6	0	0	107	107

Conclusions indicated by the data:

1. EL students are spread equally throughout grade levels 9-12.
2. The majority of CSSD EL students are Early Advanced and Intermediate levels.
3. Additional ELL instructional focus on Early Advanced and Intermediate students can assist in moving them to advanced level and be reclassified as English proficient.

District Name: The Charter School of San Diego **CD Code:** 37-68338-3730959

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

*The Plan Addendum, which must be submitted to the California Department of Education (CDE) **no later than January 15, 2010**, is required to:*

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. <i>(First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis,</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
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<p>review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</p>				
<p>Through the strategic planning process, student learning needs have been reviewed and established through the analysis of student and school performance data. This analysis has resulted in the restructuring of professional development and support for focused instruction. Formative and summative assessments have been revised and/or developed to ensure alignment to the state standards. Instructional Leads have been established to assist in the deployment and integration of data to focus teaching and learning. Individual and learning center performance measures have been formalized and implemented throughout the program. The following instructional strategies and resources have been implemented:</p> <ul style="list-style-type: none"> <input type="checkbox"/> NWEA-Measures of Academic Progress (MAPs) assessments in Reading, Language Usage, and Mathematics <input type="checkbox"/> Remedial Math and English curriculum and instruction aligned to state-standards <input type="checkbox"/> Expansion of CAHSEE Prep curriculum and instruction <input type="checkbox"/> Grade specific learning centers for focused instruction <input type="checkbox"/> Focused Professional Development in Math/English/ELL strategies/Best Practices <input type="checkbox"/> School to Career Pathways utilizing a web-based 	<ul style="list-style-type: none"> <input type="checkbox"/> Program Administrator <input type="checkbox"/> School Site Coordinator <input type="checkbox"/> Instructional Leads <input type="checkbox"/> Teachers <input type="checkbox"/> Curriculum Council <p>Timeline: August 2009-</p>	<p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p>	<p>\$12,696.</p> <p>\$11,543.</p> <p>\$31,740.</p> <p>\$506,963.</p> <p>\$56,990.</p> <p>\$17,650.</p>	<p>Base Revenue Limit, Title I, ARRA/Basic Revenue Limit</p> <p>Title I/ARRA</p> <p>Base Revenue Limit, ARRA, Special Ed</p> <p>Title I, ARRA, Base Revenue Limit</p>

<p>program (Naviance) that tracks student achievement, interests, and learning styles</p> <ul style="list-style-type: none"> <input type="checkbox"/> Early interventions that focus on positive instructional outcomes <input type="checkbox"/> Daily/weekly/monthly parent meetings that review and monitor student Personalized Education Plans (PEP) <input type="checkbox"/> Weekly scheduled learning center meetings that focus on student instructional needs based on the analysis of individual, student groups (demographic), and learning center data 	<p>Ongoing</p>	<p>License Fees for MAPs</p> <p>License Fees for Naviance</p>	<p>\$1,680.</p>	<p>Title II</p> <p>Title I</p>
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2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source												
<p>The school has <u>met</u> the following targets for 2009:</p> <ul style="list-style-type: none"> <input type="checkbox"/> API growth target <input type="checkbox"/> Participation Rate <input type="checkbox"/> Graduation Rate <p>The following academic goals have been established based on the analysis of student achievement results:</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>ELA Goal</u></th> <th style="text-align: left;"><u>Target</u></th> </tr> </thead> <tbody> <tr> <td>Increase 7th grade proficiency rate by 1%</td> <td>55.6%</td> </tr> <tr> <td>Increase 8th grade proficiency rate by 21%</td> <td>55.6%</td> </tr> <tr> <td>Increase 9th grade proficiency rate by 10%</td> <td>44%</td> </tr> <tr> <td>Increase 10th grade proficiency rate by 31% on CST and 15% on CAHSEE</td> <td>55.6% (CST) 55.6% (CAHSEE)</td> </tr> <tr> <td>Increase 11th grade proficiency rate by 10%</td> <td>35%</td> </tr> </tbody> </table>	<u>ELA Goal</u>	<u>Target</u>	Increase 7th grade proficiency rate by 1%	55.6%	Increase 8th grade proficiency rate by 21%	55.6%	Increase 9th grade proficiency rate by 10%	44%	Increase 10th grade proficiency rate by 31% on CST and 15% on CAHSEE	55.6% (CST) 55.6% (CAHSEE)	Increase 11th grade proficiency rate by 10%	35%	<ul style="list-style-type: none"> <input type="checkbox"/> Program Administrator <input type="checkbox"/> School Site Coordinator <input type="checkbox"/> Instructional Leads <input type="checkbox"/> Teachers 	<p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p>	<p>\$12,696.</p> <p>\$11,543.</p> <p>\$31,740.</p> <p>\$506,963.</p>	<p>Base Revenue Limit, Title I, ARRA</p> <p>ARRA/Base Revenue Limit</p> <p>Title I/ARRA</p> <p>Base Revenue Limit, ARRA, Special Ed</p>
<u>ELA Goal</u>	<u>Target</u>															
Increase 7th grade proficiency rate by 1%	55.6%															
Increase 8th grade proficiency rate by 21%	55.6%															
Increase 9th grade proficiency rate by 10%	44%															
Increase 10th grade proficiency rate by 31% on CST and 15% on CAHSEE	55.6% (CST) 55.6% (CAHSEE)															
Increase 11th grade proficiency rate by 10%	35%															

<p><u>Mathematics Goal</u> <u>Target</u></p> <p>Increase 7th grade proficiency rate by 10% 29%</p> <p>Increase 8th grade proficiency rate by 10% 14%</p> <p>Increase 9th grade proficiency rate by 10% 17%</p> <p>Increase 10th grade proficiency rate by 10% on CST and 25% on CAHSEE 13% (CST) 54.8%(CAHSEE)</p> <p>Increase 11th grade proficiency rate by 10% 12%</p>	<p>Timeline: August 2009- Ongoing</p>			
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3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

<p>Please describe the specific strategies that the district will use and how those strategies will be used to</p>	<p>Persons Involved/Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
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strengthen the core academic program.				
<p>The following instructional strategies and resources have been implemented:</p> <ul style="list-style-type: none"> <input type="checkbox"/> NWEA-Measures of Academic Progress (MAP) assessments in Reading, Language Usage, and Mathematics. Measures of Academic Progress (MAP) tests are state-aligned computerized adaptive assessments in reading, language usage, and mathematics which provide accurate, useful information. These assessments reflect the instructional level of each student and measure growth over time. The results are used to: <ul style="list-style-type: none"> • Identify the skills and concepts individual students have learned. • Diagnose instructional needs. • Monitor academic growth over time. • Make data-driven decisions at the classroom and school level. • Assign students appropriate courses and remedial instruction <input type="checkbox"/> Remedial Math and English curriculum and instruction aligned to state-standards <input type="checkbox"/> Expansion of CAHSEE Prep curriculum and instruction <input type="checkbox"/> Grade specific learning centers for focused instruction <input type="checkbox"/> Focused Professional Development in Math/English/ELL strategies/Best Practices <input type="checkbox"/> School to Career Pathways utilizing a web-based 	<ul style="list-style-type: none"> <input type="checkbox"/> Program Administrator <input type="checkbox"/> School Site Coordinator <input type="checkbox"/> Instructional Leads <input type="checkbox"/> Teachers <input type="checkbox"/> Curriculum Council <p>Timeline: August 2009- Ongoing</p>	<p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p>	<p>\$12,696.</p> <p>\$11,543.</p> <p>\$31,740.</p> <p>\$506,963.</p> <p>\$56,990.</p>	<p>Base Revenue Limit, Title I, ARRA</p> <p>ARRA/Base Revenue Limit</p> <p>Title I/ARRA</p> <p>Base Revenue Limit, ARRA, Special Ed</p> <p>Title I, ARRA, Base Revenue Limit</p>

<p>program (Naviance) that tracks student achievement, interests, and learning styles which enables teachers to focus instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Early interventions that focus on positive instructional outcomes <input type="checkbox"/> Daily/weekly/monthly parent meetings that review and monitor student Personalized Education Plans (PEP) <input type="checkbox"/> Weekly learning center meetings that focus on student instructional needs based on the analysis of individual, student groups (demographic), and learning center data 				
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4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported. <i>(See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source

http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp				
<p>The following instructional strategies and resources have the greatest likelihood of improving student achievement in meeting state standards:</p> <ul style="list-style-type: none"> <input type="checkbox"/> NWEA-Measures of Academic Progress (MAPs) assessments in Reading, Language Usage, and Mathematics <input type="checkbox"/> Remedial Math and English courses aligned to state-standards <input type="checkbox"/> Expansion of CAHSEE Prep curriculum <input type="checkbox"/> Grade level learning centers for focused instruction <input type="checkbox"/> Focused Professional Development in Math/English/ELL strategies/Best Practices <input type="checkbox"/> School to Career Pathways utilizing a web-based program (Naviance) that tracks student achievement, interests, and learning styles <input type="checkbox"/> Early interventions that focus on positive instructional outcomes <input type="checkbox"/> Daily/weekly/monthly parent meetings that review and monitor student Personalized Education Plans (PEP) <input type="checkbox"/> Weekly scheduled learning center meetings that focus on student instructional needs based on the analysis of individual, student groups (demographic), and learning center data 	<ul style="list-style-type: none"> <input type="checkbox"/> Program Administrator <input type="checkbox"/> School Site Coordinator <input type="checkbox"/> Instructional Leads <input type="checkbox"/> Teachers <input type="checkbox"/> Curriculum Council <p>Timeline: August 2009- Ongoing</p>	<p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p>	<p>\$12,696.</p> <p>\$11,543.</p> <p>\$31,740.</p> <p>\$506,963.</p> <p>\$56,990.</p>	<p>Base Revenue Limit, Title I, ARRA</p> <p>ARRA/Base Revenue Limit</p> <p>Title I/ARRA</p> <p>Base Revenue Limit, ARRA,</p> <p>Title I, ARRA, Base Revenue Limit</p>

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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The school has identified the following professional development needs of instructional staff based on student achievement results:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math instruction (content specific classes) for instructional staff focused on student achievement results <input type="checkbox"/> English instruction (content specific classes) for instructional staff focused on student achievement results 	<ul style="list-style-type: none"> <input type="checkbox"/> Program Administrator <input type="checkbox"/> School Site Coordinator 	<p>Personnel Cost</p> <p>Personnel Cost</p>	<p>\$12,696.</p> <p>\$11,543.</p> <p>\$31,740.</p>	<p>Base Revenue Limit, Title I, ARRA</p> <p>ARRA/Base Revenue Limit</p> <p>Title</p>

<input type="checkbox"/> Advanced SDAIE training for instructional staff <input type="checkbox"/> Individual and small group PD focused on specific learning center instructional needs	<input type="checkbox"/> Instructional Leads <input type="checkbox"/> Teachers Timeline: August 2009- Ongoing	Personnel Cost Personnel Cost	\$506,963.	I/ARRA Base Revenue Limit, ARRA, Special Ed
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6. English Learners

- a. *Title III Status and Title I Program Improvement (PI) Status: An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the expandable space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6.*

Title III Local Educational Agency Improvement Plan Addendum⁵
January 15, 2010

Directions: *Address the topic requested for each cell in the outline. The cells expand to allow as much space as required for narrative responses under each item. All Title III Year 2 LEAs must submit a copy of the IPA (in Microsoft Word format) to their Title III Regional Lead and to CDE at TIIIY2@cde.ca.gov.*

- 1. Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Annual Measurable Achievement Objectives (AMAOs)** (Five page maximum for this item).

There are several factors that have prohibited the school from achieving the Annual Measurable Achievement Objective 3 (AMAOs). The Charter School of San Diego serves as an intervention. The school is intended to serve students for a short time period. The students that enroll at CSSD are academically “at risk” and potential dropouts. During the short time that they are enrolled, the focus is devoted to reengaging and motivating students to continue towards the achievement of their personalized educational plan (PEP) which focuses on positive student outcomes. Teachers focus on assisting students to become grade-level proficient and appropriate for their age so that they can return to their traditional, comprehensive high school. The school also offers the opportunity for students to remain at CSSD or in an educational setting of their choice and fulfill the requirements for receiving a diploma.

Courses at CSSD are aligned to the California State Standards. The primary method of instruction is independent study that is supplemented with seminars, workshops, guest speakers, tutoring and field trips. These individual and small group activities offer opportunities to develop basic skills, explore careers, learn higher-level thinking skills, expand interpersonal relationship skills, and enrich the core curriculum. This ensures individual attention and the ability of the teacher to get to know the students, their families and factors that affect their lives.

In addition to providing a rigorous, personalized academic experience, CSSD works to alleviate social and personal pressures that can impact academic performance. It has many partnerships and alliances to provide community resources to students and their families. Students' course of study is based on a Personalized Education Plan (PEP). This plan is developed by the CSSD counselor along with the student, parents and teacher. It considers high school graduation requirements, the student's short- and long-term goals, learning styles, previous work, current interests, academic achievement, skills development and standardized test scores. The PEP is reviewed and updated by the parents, student and teacher on a regular basis throughout the student's enrollment.

Trend data based on NWEA-Measures of Academic Progress (MAP) has shown that students enter CSSD two to three grade levels behind in reading and language usage and three to four grade levels behind in mathematics. The majority of students choose to enroll in CSSD because they have failed core courses, have low GPA's, and are unable to successfully "catch up" on coursework and credits that would enable them to graduate. Students are also referred to CSSD due to discipline issues that have prohibited them from being academically successful.

The state and federal accountability systems were and are principally designed for traditional schools. Given that CSSD's primary focus is to serve as an intervention for students that are academically "at risk" and potential dropouts, the traditional means to evaluate the instructional program does not align to the school's mission and success of reengaging students.

Based on the analysis of data through the ELSSA the following observations have been made:

- For the past two years the EL sub-group has not met the proficiency targets in ELA. For the past three years the EL sub-group has not met the proficiency rates in Math. In the past year the proficiency rate has decreased in math by 6.4%.
- Students at the EI and EA levels are making the most progress. Students at the EA/A level are not meeting the growth targets. Students at the EA/Advanced Level are making the least progress.
- The majority of EL students entering our program have been enrolled in a US school for 6+ years. These

students are performing in the Intermediate to Advanced range. 8 students are in the EI and Beginning range. Students enrolled in a US school for 4 years have demonstrated Proficient language acquisition and 1 student enrolled for 3 years has demonstrated EA proficiency. The majority of the students are progressing in their language acquisition.

- The majority of our Intermediate EIs score Basic and above on the CST/ELA. This information is regularly reviewed by the instructional staff.
- The majority of our Intermediate EIs score Below Basic CST/Math. This information is regularly reviewed by the instructional staff. What level are these students entering our program and have they entered with failing math grades from their previous school?
- The majority (91%) of the RFEP students are performing Basic and above on the CST/ELA. The students scoring at the Basic level, what skill development is needed to assist them in scoring Proficient/Advanced in ELA?
- The majority (90%) of the RFEP students are performing Basic and below on the CST/Math. The students scoring at the BB and FBB level, what skill development is needed to assist them in scoring Proficient/Advanced in Math? Students are entering our program three to four grade levels behind based on our local assessment (NWEA-MAPs) given upon enrolling in our program.
- The majority of the students are passing the CAHSEE, however they are not scoring proficient.
- The percentage of RFEP 10th grade students passing the CAHSEE is much higher (75%-ELA and 67%-Math) than the percentage scoring proficient (40%-ELA and 18%-Math).
- Many students enroll in the program two to three grade levels behind in ELA and three to four grade levels behind in Math based on the NWEA-MAPs assessment. The instructional program is designed to provide academic intervention and support to these students.

The program modifications based on data are:

- Instructional Leads that oversee a region of learning centers that have similar student demographics, academic needs, and community needs. They guide, facilitate, and monitor focused instruction and professional growth through individual teacher and learning center action plans. Individual and small group professional growth includes: subject-specific pedagogy, differentiated instruction, community outreach and resources, development of skills to utilize instructional resources and teacher collaboration for instructional purposes.
- Individual and department action plans/evaluations with performance measures that are linked to student achievement and organizational outcomes.

- Performance indicators embedded in teacher evaluations that are linked to student achievement that include: student growth indicators, attendance, dropout rate, graduation rate, CAHSEE proficiency rate, CST proficiency rate, student retention, interventions, credits earned, and professional growth aligned to student achievement.
- Local benchmark assessments linked to standards that measure student academic progress in Reading, Language Usage, and Mathematics. These state-aligned assessments reflect the instructional level of each student and measure growth over time. These results are used to:
 - Identify the skills and concepts individual students have learned
 - Diagnose instructional needs
 - Monitor academic growth over time
 - Make data-driven decisions at the classroom and school level
 - Assign students appropriate courses and remedial instruction
- Researched based remedial Math and English curriculum and instruction aligned to state-standards.
- Expansion of state-approved CAHSEE Prep curriculum (supplemental) and instruction.
- Grade specific learning centers that increase the ability to focus instruction and group students for instructional support.
- Differentiated instruction provided to students based on proficiency level.
- ELD instructional practices that include: Systematic, direct instruction followed by guided and independent practice, scaffolding techniques, grouping, higher level thinking skills, learning styles, benchmark assessments such as end of course exams and MAPs, checking for understanding, and reflection.
- Increased instructional time in the traditional school year by 15 minutes/day and an increase in supplemental instructional time in the summer for remediation.
- Focused regionalized job-embedded Professional Development linked to student results and teacher performance indicators in Math/English/ELL strategies/Best Practices.
- School to Career Pathways utilizing a web-based program (Naviance) that tracks student achievement, interests, and learning styles.
- Early interventions with counselors that focus on positive instructional outcomes.
- Daily/weekly/monthly parent meetings that review and monitor student Personalized Education Plans (PEP).
- Monthly scheduled learning center meetings that focus on student instructional needs based on the analysis of individual, student groups (demographic), and learning center data.

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	<i>Progress Reports</i> (to be completed periodically through June 30, 2011)
<p>2. Describe scientifically based research strategies to improve English-language Development (ELD). (AMAOs 1 and 2; English Learner Subgroup Self Assessment (ELSSA))</p> <p>English Learner needs have been reviewed and established through the analysis of student and school performance data. This analysis has resulted in the restructuring of professional development and support for focused instruction. Formative and summative assessments have been</p>	August 2008-June 2011	<p>Program Administrator</p> <p>School Site Coordinator</p> <p>Instructional Leads</p> <p>Teachers</p>	<p>ARRA, Title I, Title III, Base Revenue Limit \$22, 570.</p> <p>ARRA, Base Revenue Limit \$18, 468.</p> <p>ARRA, Title I \$50,785.</p>	

<p>revised and/or developed to ensure alignment to the state standards. Instructional Leads have been established to assist in the deployment and integration of data to focus teaching and learning. Individual and classroom performance measures have been formalized and implemented throughout the program. The following instructional strategies and resources specific to ELL have been implemented:</p> <ul style="list-style-type: none"> □ NWEA-Measures of Academic Progress (MAPs) assessments in Reading, Language Usage, and Mathematics. Measures of Academic Progress (MAP) tests are state-aligned computerized adaptive assessments in reading, language usage, and mathematics which provide accurate, useful information. These assessments reflect the instructional level of each student and measure growth over time. The results are used to: <ul style="list-style-type: none"> • Identify the skills and concepts individual students have learned. • Diagnose instructional needs. 		<p>Curriculum Council</p>	<p>ARRA, Base Revenue Limit, Special Ed \$811,141.</p> <p>ARRA, Title I, Base Revenue Limit \$91,185.</p>	
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<ul style="list-style-type: none"> • Monitor academic growth over time. • Make data-driven decisions at the classroom and school level. • Assign students appropriate courses and remedial instruction <input type="checkbox"/> Focused Professional Development in ELD in core <input type="checkbox"/> Advanced SDAIE Professional Development through the SDCOE <input type="checkbox"/> Differentiated instruction provided to students based on proficiency level <input type="checkbox"/> ELD instructional practices that include: Systematic, direct instruction followed by guided and independent practice, scaffolding techniques, grouping, higher level thinking skills, learning styles, benchmark assessments such as end of course exams and MAPs, checking for understanding, and reflection. <input type="checkbox"/> SDAIE lessons and strategies that focus on student engagement and language acquisition through subject-matter content <input type="checkbox"/> Early interventions that focus on 				
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<p>positive instructional outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Daily/weekly/monthly parent meetings that review and monitor student Personalized Education Plans (PEP) <input type="checkbox"/> Weekly scheduled learning center meetings that focus on student instructional needs based on the analysis of individual, student groups (demographic), and learning center data 				
<p>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts (R/LA). (AMAO 3;ELSSA)</p> <p>The school has implemented the following instructional strategies and resources specific to reading/language arts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> NWEA-Measures of Academic Progress (MAPs) assessments in Reading and Language Usage. Measures of Academic Progress (MAP) tests are state-aligned computerized adaptive assessments in reading and language usage which provide 	<p>August 2008-June 2011</p>	<p>Program Administrator</p> <p>School Site Coordinator</p> <p>Instructional Leads</p> <p>Teachers</p>	<p>ARRA, Title I, Title III, Base Revenue Limit \$22, 570.</p> <p>ARRA, Base Revenue Limit \$18, 468.</p> <p>ARRA, Title I \$50,785.</p> <p>ARRA, Base Revenue Limit, Special ed</p>	

<p>accurate, useful information. These assessments reflect the instructional level of each student and measure growth over time. The results are used to:</p> <ul style="list-style-type: none"> • Identify the skills and concepts individual students have learned. • Diagnose instructional needs. • Monitor academic growth over time. • Make data-driven decisions at the classroom and school level. • Assign students appropriate courses and remedial instruction <input type="checkbox"/> Focused Professional Development in reading and language usage <input type="checkbox"/> CAHSEE remediation in ELA based on student results <input type="checkbox"/> Advanced SDAIE Professional Development through the SDCOE <input type="checkbox"/> SDAIE lessons and strategies that focus on student engagement and language acquisition through subject-matter content <input type="checkbox"/> Differentiated instruction provided to students based on 		Curriculum Council	<p>\$811,141.</p> <p>ARRA, Title I, Base Revenue Limit \$91,185.</p>	
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<p>proficiency level</p> <ul style="list-style-type: none"> <input type="checkbox"/> SDAIE Strategies: Systematic, direct instruction followed by guided and independent practice, scaffolding techniques, grouping, higher level thinking skills, learning styles, benchmark assessments such as end of course exams and MAPs, checking for understanding, and reflection. <input type="checkbox"/> Early interventions that focus on positive instructional outcomes <input type="checkbox"/> Daily/weekly/monthly parent meetings that review and monitor student Personalized Education Plans (PEP) <input type="checkbox"/> Weekly scheduled learning center meetings that focus on student instructional needs based on the analysis of individual, student groups (demographic), and learning center data 				
<p>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA)</p> <p>The school has implemented the</p>	<p>August 2008-June 2011</p>	<p>Program Administrator</p> <p>School Site Coordinator</p>	<p>ARRA, Title I, Title III, Base Revenue Limit \$22, 570.</p>	

<p>following instructional strategies and resources specific to mathematics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> NWEA-Measures of Academic Progress (MAPs) assessments in Mathematics. Measures of Academic Progress (MAP) tests are state-aligned computerized adaptive assessments in math which provide accurate, useful information. These assessments reflect the instructional level of each student and measure growth over time. The results are used to: <ul style="list-style-type: none"> • Identify the skills and concepts individual students have learned. • Diagnose instructional needs. • Monitor academic growth over time. • Make data-driven decisions at the classroom and school level. • Assign students appropriate courses and remedial instruction <input type="checkbox"/> Focused Professional Development in math through math for instructional use courses <input type="checkbox"/> CAHSEE remediation in math based on student results <input type="checkbox"/> Advanced SDAIE Professional 		<p>Instructional Leads</p> <p>Teachers</p> <p>Curriculum Council</p>	<p>ARRA, Base Revenue Limit \$18,468.</p> <p>ARRA, Title I \$50,785.</p> <p>ARRA, Base Revenue Limit, Special ed \$811,141.</p> <p>ARRA, Title I, Base Revenue Limit \$91,185.</p>	
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<p>Development through the SDCOE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiated instruction provided to students based on proficiency level <input type="checkbox"/> SDAIE Strategies: Systematic, direct instruction followed by guided and independent practice, scaffolding techniques, grouping, higher level thinking skills, learning styles, benchmark assessments such as end of course exams and MAPs, checking for understanding, and reflection. <input type="checkbox"/> SDAIE lessons and strategies that focus on student engagement and language acquisition through subject-matter content <input type="checkbox"/> Early interventions that focus on positive instructional outcomes <input type="checkbox"/> Daily/weekly/monthly parent meetings that review and monitor student Personalized Education Plans (PEP) <input type="checkbox"/> Weekly scheduled learning center meetings that focus on student instructional needs based on the analysis of individual, student groups 				
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(demographic), and learning center data				
<p>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)</p> <p>The school has implemented the following professional development strategies and activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of student and school performance data to focus teaching and learning <input type="checkbox"/> How to utilize MAPs and Curriculum embedded assessments to: Identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions at the classroom and school level, and assign students appropriate courses and remedial instruction <input type="checkbox"/> Advanced SDAIE strategies <input type="checkbox"/> Focused teaching in Math and ELA 	August 2008-June 2011	<p>Program Administrator</p> <p>School Site Coordinator</p> <p>Instructional Leads</p> <p>Teachers</p> <p>Curriculum Council</p>	<p>ARRA, Title I, Title III, Base Revenue Limit \$22, 570.</p> <p>ARRA, Base Revenue Limit \$18, 468.</p> <p>ARRA, Title I \$50,785.</p> <p>ARRA, Base Revenue Limit, Special ed \$811,141.</p> <p>ARRA, Title I, Base Revenue Limit \$91,185.</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Strategies for early interventions that focus on positive instructional outcomes <input type="checkbox"/> Best practices and job shadowing with experienced teachers based on student results <input type="checkbox"/> Content specific instruction for professional staff based on student results in Math and ELA <input type="checkbox"/> Weekly scheduled learning center meetings with instructional leads that focus on student instructional needs based on the analysis of individual, student groups (demographic), and learning center data 				
<p>6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs. The school has implemented the following outreach strategies to help parents become active participants in the education of their children:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Through Daily/weekly/monthly 	<p>August 2008-June 2011</p>	<p>Program Administrator</p> <p>School Site Coordinator</p> <p>Instructional Leads</p> <p>Counselors</p>	<p>ARRA, Title I, Title III, Base Revenue Limit \$22, 570.</p> <p>ARRA, Base Revenue Limit \$18, 468.</p> <p>ARRA, Title I</p>	

<p>graduation requirements, data on standardized testing, local assessments, and interventions is performed through the following mechanisms:</p> <ul style="list-style-type: none"> • Phone • In person • Home Visits • Mail • Email • Website • School documents <p>For students and parents that speak a primary language other than English, all notices that the school sends are written in the primary language.</p>				
<p>7. If applicable, identify any changes to the Title III Immigrant Education Program. Not applicable</p>	<p>Not applicable</p>	<p>Not applicable</p>	<p>Not applicable</p>	<p>Not applicable</p>

b. Title I Program Improvement Status Only: Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. **(See Title III Accountability Report Information Guide available on the CDE Title III Accountability Technical Assistance Web page at <http://www.cde.ca.gov/sp/el/t3/acct.asp>).**

<i>Please describe those goals and targets.</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><u>ELA Goal for EL Target</u> Increase proficiency rate by 22.8% 55.6%</p> <p><u>Math Goal for EL Target</u> Increase proficiency rate by 35.1% 54.8%</p> <p>English Learner needs have been reviewed and established through the analysis of student and school performance data. This analysis has resulted in the restructuring of professional development and support for focused instruction. Formative and summative assessments have been revised and/or developed to ensure alignment to the state standards. Instructional Leads have been established to assist in the deployment and integration of data to focus teaching and learning. Individual and classroom performance measures have been formalized and implemented throughout the program. The following instructional strategies and resources specific to ELL have been implemented:</p> <p><input type="checkbox"/> NWEA-Measures of Academic Progress (MAPs) assessments in Reading, Language Usage, and Mathematics. Measures of Academic Progress (MAP) tests are state-aligned computerized</p>	<p><input type="checkbox"/> Program Administrator</p> <p><input type="checkbox"/> School Site Coordinator</p> <p><input type="checkbox"/> Instructional Leads</p> <p><input type="checkbox"/> Teachers</p> <p><input type="checkbox"/> Curriculum Council</p> <p>Timeline: August 2009-Ongoing</p>	<p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p>	<p>\$12,696.</p> <p>\$11,543.</p> <p>\$31,740.</p> <p>\$506,963.</p> <p>\$56,990.</p>	<p>Base Revenue Limit, Title I, ARRA</p> <p>ARRA/Base Revenue Limit</p> <p>Title I/ARRA</p> <p>Base Revenue Limit, ARRA, Special Ed</p> <p>Title I, ARRA, Base Revenue Limit</p>

<p>adaptive assessments in reading, language usage, and mathematics which provide accurate, useful information. These assessments reflect the instructional level of each student and measure growth over time. The results are used to:</p> <ul style="list-style-type: none"> • Identify the skills and concepts individual students have learned. • Diagnose instructional needs. • Monitor academic growth over time. • Make data-driven decisions at the classroom and school level. • Assign students appropriate courses and remedial instruction <p><input type="checkbox"/> Focused Professional Development in Math/English/ELL strategies/Best Practices</p> <p><input type="checkbox"/> Advanced SDAIE Professional Development through the SDCOE</p> <p><input type="checkbox"/> Differentiated instruction provided to students based on proficiency level</p> <p><input type="checkbox"/> ELD instructional practices that include: Systematic, direct instruction followed by guided and independent practice, scaffolding techniques, grouping, higher level thinking skills, learning styles, benchmark assessments such as end of course exams and MAPs, checking for understanding, and reflection.</p> <p><input type="checkbox"/> Early interventions that focus on positive instructional outcomes</p> <p><input type="checkbox"/> Daily/weekly/monthly parent meetings that review and monitor student Personalized Education Plans (PEP)</p>				
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<input type="checkbox"/> Weekly scheduled learning center meetings that focus on student instructional needs based on the analysis of individual, student groups (demographic), and learning center data				
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7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The school offers supplemental instruction during the summer session. This enables students to continue to focus on academic achievement and the obtainment of core course credits towards earning a high school diploma. The following instructional strategies and resources are implemented in supplemental instruction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> NWEA-Measures of Academic Progress (MAP) assessments in Reading, Language Usage, and Mathematics. Measures of Academic Progress (MAP) tests are state-aligned computerized adaptive assessments in reading, language usage, and mathematics which provide accurate, useful information. These assessments reflect the instructional level of each student and measure growth over time. The results are used to: <ul style="list-style-type: none"> • Identify the skills and concepts individual 	<ul style="list-style-type: none"> <input type="checkbox"/> Program Administrator <input type="checkbox"/> School Site Coordinator <input type="checkbox"/> Instructional Leads <input type="checkbox"/> Teachers 	<p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p>	<p>\$12,696.</p> <p>\$11,543.</p> <p>\$31,740.</p> <p>\$506,963.</p>	<p>Base Revenue Limit, Title I, ARRA</p> <p>ARRA/Base Revenue Limit</p> <p>Title I/ARRA</p> <p>Base Revenue Limit, ARRA,</p>

<p>students have learned.</p> <ul style="list-style-type: none"> • Diagnose instructional needs. • Monitor academic growth over time. • Make data-driven decisions at the classroom and school level. • Assign students appropriate courses and remedial instruction <p><input type="checkbox"/> Remedial Math and English curriculum and instruction aligned to state-standards</p> <p><input type="checkbox"/> CAHSEE Prep curriculum and instruction</p> <p><input type="checkbox"/> School to Career Pathways utilizing a web-based program (Naviance) that tracks student achievement, interests, and learning styles which enables teachers to focus instruction</p> <p><input type="checkbox"/> Early interventions that focus on positive instructional outcomes</p> <p><input type="checkbox"/> Daily/weekly/monthly parent meetings that review and monitor student Personalized Education Plans (PEP)</p> <p><input type="checkbox"/> Weekly learning center meetings that focus on student instructional needs based on the analysis of individual, student groups (demographic), and learning center data</p>	<p><input type="checkbox"/> Curriculum Council</p> <p>Timeline: August 2009- Ongoing</p>	<p>Personnel Cost</p>	<p>\$56,990.</p>	<p>Special Ed</p> <p>Title I, ARRA, Base Revenue Limit</p>
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8. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
The school has implemented the following parental involvement strategies:	<input type="checkbox"/> Program Administrator	Personnel Cost	\$12,696.	Base Revenue Limit, Title

<ul style="list-style-type: none"> <input type="checkbox"/> Daily/weekly/monthly parent meetings that review and monitor student Personalized Education Plans (PEP) <input type="checkbox"/> Open house at each learning center that focuses on topics specific to the needs of the students that attend the center and reside in the community <input type="checkbox"/> Regular communication to parents regarding student progress, academic proficiency, grade level standards, graduation requirements, data on standardized testing, local assessments, and interventions is performed through the following mechanisms: <ul style="list-style-type: none"> • Phone • In person • Home Visits • Mail • Email • Website • School documents <p>For students and parents that speak a primary language other than English, all notices that the school sends are written in the primary language.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School Site Coordinator <input type="checkbox"/> Instructional Leads <input type="checkbox"/> Counselors <input type="checkbox"/> Teachers <input type="checkbox"/> Communication Specialist <p>Timeline: August 2009- Ongoing</p>	<p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p> <p>Personnel Cost</p>	<p>\$11,543.</p> <p>\$31,740.</p> <p>\$178,758</p> <p>\$506,963.</p> <p>\$42,690</p>	<p>I, ARRA ARRA/Base Revenue Limit</p> <p>Title I/ARRA, Base Revenue Limit</p> <p>Title I/ARRA, Base Revenue Limit</p> <p>Base Revenue Limit, ARRA, Special Ed</p> <p>Base Revenue Limit</p>
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**LOCAL EDUCATIONAL AGENCY (LEA) PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: The Charter School of San Diego

County District Code: 37-68338-3730959

Date of Local Governing Board Approval: February 11, 2010

District Superintendent: Mary Searcy Bixby

Address: 10170 Huennekens Street

City: San Diego

Zip Code: 92121

Phone: 858-678-2020

FAX: 858-552-6660

E-mail:

mbixby@charterschool-sandiego.net

gquann@charterschool-sandiego.net

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement Plan addendum:

	Mary Searcy Bixby
_____ Signature of Superintendent	_____ Printed Name of Superintendent
Date	

	Mary Searcy Bixby	
_____ Signature of Board President	_____ Printed Name of Board President	_____ Date

By submission of the local board approved LEA addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge,*

information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., Title III regional lead.