

(CDE use only)
Application #

No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

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

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

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

SSD Plan Information:

Name of Local Educational Agency (LEA): Empire Springs Charter School

County/District Code: 36-67736-0128439

Dates of Plan Duration (should be five-year plan): January 7, 2015 to June 30, 2020

Date of Local Governing Board Approval: January 7, 2015

District Superintendent: Dr. Kathleen Hermsmeyer

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Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Dr. Kathleen Hermsmeyer 1/7/15

Printed or typed name of Superintendent Date Signature of Superintendent

Heidi Chan 1/7/15

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

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Part I

Background and Overview

Background

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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.

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. (Per CDE, not required)**~~
- 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.

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.

¹ *EC* Section 64001(a), (d)

² *EC* Section 41507

³ *EC* Section 41572

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.

As a K-12 school, Empire Springs will have a SSC which will be made of: 3 senior managers, 2 leadership personnel, 5 teachers, 2 parents, and 1 local Board member.

Categorical Program Monitoring (CPM)

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

⁴ For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school

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.

Analysis of Data: Due to the transition to CAASPP, there was no API or AYP in 2014-15 for Empire Springs Charter School.

Analysis of Data: Internal analysis shows that CAASPP participation rates were above 95% in 2014-15.

Milestone Data

We began Empire Charter School in the 2013-2014 school year. We used i-Ready as our diagnostic test in Reading and Math for all grade levels. We used OARS with their INSPECT data bank of questions designed to test the California State Standards for both ELA and Math.

Category	# Students
Empire Charter School overall	418
Black or African American	18
Hispanic or Latino	97
White	370
2 or More Races	56
Socio-Econ Disadvantaged	261
English Learners	0
Students with Disabilities	30

The table below shows the percent of questions students answered correctly for each years Milestone (MS) test by grade level during 2013-2014 school year.

Grade Level	ELA MS 1	MATH MS 1	ELA MS 2	MATH MS 2	ELA MS 3	MATH MS 3
Second	81.6%	96.1%	85.3%	87.7%	95.7%	93.2%
Third	68.3%	89.4%	77.1%	78.6%	64.3%	81.3%
Fourth	63.3%	62.8%	58.3%	81.5%	60%	71.3%

Fifth	67.8%	70%	79.3%	62.3%	75.7%	66%
Sixth	60.6%	58.1%	60.7%	58%	68.3%	63%
Seventh	55%	57.7%	79.7%	73.5%	66.3%	74%
Eighth	42.9%	80%	33.3%		66.7%	44%

Black – African American subgroup. (18 students)

Numbers below show the percent of questions students answered correctly. Blank grades levels indicate that no students took the test at that grade level.

Grade Level	ELA MS 1	MATH MS 1	ELA MS 2	MATH MS 2	ELA MS 3	MATH MS 3
Second						
Third						
Fourth					36.7%	50%
Fifth		33.3%		13.3%		
Sixth						
Seventh		43.3%	79.3%		43.3%	68.3%
Eighth						

Hispanic or Latino subgroup. (97 students)

Numbers below show the percent of questions students answered correctly. Blank grades levels indicate that no students took the test at that grade level.

Grade Level	ELA MS 1	MATH MS 1	ELA MS 2	MATH MS 2	ELA MS 3	MATH MS 3
Second	84%	88.9%	84.3%	90%	90%	92%
Third	65%	86.1%	74.6%	72.1%	75.7%	75.7%
Fourth	53.3%	54.4%	70.8%	74.9%	56%	65.3%
Fifth	47.2%	60.8%	64.5%	51.7%	69%	44.3%
Sixth	54.4%	46.9%	64.8%	57.7%	72.7%	67.7%
Seventh	72.2%	40%	72.4%	77.5%	55%	63.3%
Eighth	38.9%	80%	50%		61.7%	

White Subgroup: (370 students)

Numbers below show the percent of questions students answered correctly. Blank grades levels indicate that no students took the test at that grade level.

Grade Level	ELA MS 1	MATH MS 1	ELA MS 2	MATH MS 2	ELA MS 3	MATH MS 3
Second	80.4%	96.1%	84.3%	85.3%	95.7%	93.2%
Third	66.3%	88.3%	75.6%	76.7%	64%	78.3%
Fourth	65.6%	61.7%	58.3%	81.5%	62.3%	70.7%
Fifth	68.3%	71.7%	79%	64.3%	76%	67%
Sixth	60%	58.1%	58.3%	57%	65.7%	61.7%
Seventh	55%	57.7%	79.7%	73.5%	69.7%	77%

Eighth	46.7%	80%	61%		71.7%	44%
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2 or More Races Subgroup: (56 students)

Numbers below show the percent of questions students answered correctly. Blank grades levels indicate that no students took the test at that grade level.

Grade Level	ELA MS 1	MATH MS 1	ELA MS 2	MATH MS 2	ELA MS 3	MATH MS 3
Second		88.9%	100%	86.7%		
Third	70.8%	94.4%	76%	100%	73.3%	80%
Fourth	16.7%	52.8%		79.8%	36.7%	76.7%
Fifth	65%	50%	86.2%	40%	83.3%	71%
Sixth	27.8%	43.8%	75.9%	59%	83.3%	60%
Seventh		35%	79.3%		43.3%	61%
Eighth						

Socio-Economically Disadvantaged Subgroup: (261 students)

Numbers below show the percent of questions students answered correctly. Blank grades levels indicate that no students took the test at that grade level.

Grade Level	ELA MS 1	MATH MS 1	ELA MS 2	MATH MS 2	ELA MS 3	MATH MS 3
Second	80%	91.7%	88.8%	89%		89.4%
Third	71.7%		73.8%	74.5%	55.7%	73.7%
Fourth	45.6%	53.3%	51.3%	69.4%	46%	68.3%
Fifth	63.9%	60.8%	76.9%	55.3%	72.7%	59.7%
Sixth	61.1%	56.3%	60.3%	59.7%	70.7%	59%
Seventh	41.1%	49%	72.4%	65%	56%	64.3%
Eighth	50.6%	45%	61%		65.7%	41.2%

Students with Disabilities Subgroup: (30 students)

Numbers below show the percent of questions students answered correctly. Blank grades levels indicate that no students took the test at that grade level.

Grade Level	ELA MS 1	MATH MS 1	ELA MS 2	MATH MS 2	ELA MS 3	MATH MS 3
Second	80%					
Third	16.7%	63.9%	52.1%	50%	40%	48.3%
Fourth			62.5%	51.1%		46.7%
Fifth		33.3%		30%		
Sixth	62.8%	28.1%	39%	45.7%	50%	43.3%
Seventh						
Eighth						

Analysis of Data: Due to the lack of state testing and the small number of students in the charter, the OARS data is showing an inconsistent picture of student achievement. However, the charter identified four items of significance:

1. Mathematics scores are low in grade 8;
2. Second and fifth grade are showing nice gains in comparison to other grade levels;
3. Third, fourth, seventh, and eighth grade scored low in ELA in the SED subgroup; and
4. Fifth through eighth grade scored low in math in the SED subgroup.

Although much of this data is not statistically significant, the charter has used this data to the best of its ability in order to contribute to the goals in this document.

CAHSEE

Empire Springs Charter School						
	ELA			Math		
	# tested	# passed	% passed	# tested	# passed	% passed
March	17	17	100%	16	15	94%
May	1	1	0%	1	0	0%
Total Grade 10	18	18	100%	17	15	88%

Analysis of Data: ESCS currently has a fantastic CAHSEE passing rate. However, as the group becomes larger, the charter will need to be watchful of any changes.

CREDENTIALS

Credentials	2014-15
Total Teachers	25

Analysis of Data: 100% of ESCS teachers are credentialed. There are no teachers without at least minimal CLAD/SDAIE certification.

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.

Educational Practices

In addition to SBAC test results, Empire Springs Charter School uses data derived from i-Ready, an online test that students in grades 2 -11 taken each fall or upon entering our school in math, language arts, and reading. i-Ready is a computer-adaptive test that quickly pinpoints the proficiency level of students, across a range of subjects that

correspond with the specific standards of California. This provides for more accurate student placement; identification of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. The program also allows for printed learning objectives with study guides, worksheets and tests corresponding to specific standards students have not mastered. This data is used when student success team meetings are held for struggling students. Data is accurate at 12 week intervals, so the test is also used when a student has started to use a new curriculum or instructional method to show measurable individual growth.

Empire Springs has piloted an online, CA standards-based diagnostic benchmark testing system (INSPECT/OARS) for use school-wide, grades 2-12. The data provided from benchmark testing will be analyzed by teachers in a full day meeting after each benchmark is administered. Teachers will use this data to focus instruction for the next quarter and determine students who are in need of intervention.

Empire Springs implements a grade level writing assessment to all students yearly. This assessment includes a specific standards aligned rubric and writing prompt for each grade level. Results will be used to determine which students need supplemental writing and handwriting support.

As a personalized learning school, Empire Springs is charged with ensuring that learning is interesting for students and that it is targeted directly to skills each particular student needs. Toward that end, the school has adopted student-friendly "I CAN!" power standards designed to help students and parents better understand the learning outcome goals of each grade level. Students are asked to frequently reflect on their mastery level of each standard and to chart their progress which empowers them to take ownership of their learning.

Empire Springs ensures that students are taught specific skills to help them learn independently throughout their lives. A list of 15 power tools have been developed that are taught specifically and reinforced every year on a rotating basis. These power tools include self-learning strategies such as SQ3R, Summarizing, Graphic Organizers, Think/Pair/Share and others.

Parent and Community Involvement

Empire Springs strives to uphold parent rights and choice in education. Through choice of curriculum, teachers, and program options, parents can monitor materials that affect their children's attitudes, values, and beliefs. Parents also participate by volunteering in the classroom, attending school events, running Parent/Student/Teacher Organizations (PTSOs) and, most importantly, educating their children in the Homeschool or hybrid program independent study days.

The community is involved through our Internship and Career-Technical Education (CTE) programs. We also use community members to speak to our students at assemblies and during career days. One of our main goals is to have the community as the classroom. Students participate in numerous field trips, college visitations and all types of community activities throughout the year.

Support Services

Currently, the Special Education Department is an intricate part of the overall school operation. The transition from contracted management services to the current service model provided by the school's own management and personnel, has been successful in the full integration of services provided by the special education teachers in conjunction with general educators, to the benefit of all our students.

Staff Development

The department is currently focused on providing staff development in all areas related to instruction, curriculum, objective measurement of student's achievement, and increased student-teacher and teacher-parent communication.

Services Provided

We provide a full continuum of programs in the least restrictive environment for our students identified as requiring specialized instruction (i.e., Resource Specialist Program (RSP), Speech and Language Pathologist (SLP), Occupational Therapists (OT), etc.). Our students qualify under the criteria set forth by both the Federal and the California statutes.

Referral Process

Students are referred for special education services primarily through the MTSS process. However, in compliance with current laws, parents and other community members may refer directly to the department any student suspected of having a disability. Our school participates in our Special Education Local Plan Area (SELPA) activities related to Child Find, the effort to identify children with special needs at the earliest stage possible.

504 Plans

In accordance with federal law, ESCS provides 504 written plans and accommodations to students with disabilities. Empire Springs has a designated 504 coordinator.

This year, the Guidance Department has trained all school counselors to facilitate the meetings within their assigned areas of the school (by program and ES advisor assignment). This new model of service will enhance the quality of each meeting as well as enable ESCS to identify and provide services for more students who may qualify.

MTSS

MTSS is an integrated approach to service delivery that encompasses general, remedial, and special education through a multi-tiered service delivery model. MTSS provides a proactive process and structure for school teams in designing, implementing,

and evaluating educational interventions. MTSS is the process of aligning appropriate assessment with purposeful instruction for all students. Universal screening measures are in place to help identify students who need additional support. Measures include results from the CAASPP tests, i-Ready and other formal and informal assessments.

MTSS – Tier 1 Meetings

All students will receive evidence-based instruction within the general education classroom and independent study programs. ESCS's mission statement of personalized learning incorporates an individualized approach to student learning that is expected to enhance each student's ability to achieve to their highest potential of academic success. Universal screening at the Tier 1 level occurs through school wide CAASPP, i-Ready, and CAHSEE and progress monitoring through other formal and informal assessments. Tier 1 includes high quality core instruction included on a locally-adopted pyramid of interventions. Regularly scheduled staff meetings will be held to discuss and document interventions and progress for all students (PLC).

Frequency of Tier 1 Meetings

Each program will schedule Tier 1 meetings to discuss and document each of their student's progress and ongoing monitoring at least once during each semester (at least two meeting each year per student). It is recommended that Tier 1 be conducted at the beginning of the year, and more frequently for students who are demonstrating the greatest areas of need. Staff will keep an assessment folder in each student's file and will document progress. Tier 1 interventions are documented on the Learning Plan and reviewed/monitored monthly for accountability.

There are four reasons for a Tier 2 meeting.

1. Tier 1 Team Referral
2. Parent request
3. Staff referral- SES, or other
4. Transition meeting for Tier 2 referrals to Tier 3 for Special Education Assessment

All Tier 2 meetings involve the MTSS team; Administrator (Principal/Director or MTSS Coordinator), the student's teacher of record or educational specialist. If requested, the school counselor may also attend the meeting. Additional teachers and staff that work directly with the student may be asked to provide valuable information to the team in creating an intervention plan. The initial meeting will include the parent and the student (if appropriate based on age and level of concern). Every 6-8 weeks progress monitoring will occur with the ES/TOR and the MTSS Coordinator. Once the report has been created the ES/TOR will conference with the parent and student regarding the results of progress toward goal. If at any time the results of progress stagnate or regress the ES/TOR and MTSS Coordinator will schedule a meeting with the parent and administrator.

Tier 2 also has a locally-adopted pyramid of interventions and students not successful with prescribed interventions *may* be referred for Special Education testing. Parent requests for staff assistance and special education assessments are responded to with

an MTSS Tier 2 meeting to be held within two weeks of the request. Parents and staff review areas of concern, assessment scores, the student's grades and academic progress, and samples of student work. Student behavior concerns are addressed at both Tier 1 and 2 meetings. The MTSS multi-disciplinary team, in conjunction with the parent, determines academic and behavior interventions, monitors student progress and works closely with the Special Education Department to target student learning discrepancies and level of academic and behavior support needed.

Frequency of Tier 2 meetings

All Tier 2 meetings provide an overview of the student's academic strengths and areas of concern, assessment scores, previously attempted interventions and progress monitoring, samples of student work and professional opinions from staff who work directly with the student.

Follow-up Tier 2 meetings occur at least every 6-8 weeks until the student begins to show progress gains or until the initial referral concerns have been resolved. All Tier 2 meetings are documented in OASIS within two weeks of each meeting.

Professional Development

As part of the orientation and training process as all credentialed staff participate in a structured, initial, week long training seminar. This focuses on administrative processes and reporting and the various philosophies of education, school mission/vision, data-driven decision making, assessment of students, personalized learning, and the selection of appropriate curriculum in support of the student's educational goals.

Homeschool

Once the initial training seminar has been completed, the ES (Education Specialist) contacts their ES Director (Principal for academy programs) and one-on-one, on-the-job training begins. The ES Director works with the new ES explaining and reviewing each new process the ES must complete, such as the process to enroll a new student or order curriculum for the next semester for an established student. ES/Director interaction during this phase may include shadowing, coaching, observing, and/or mentoring depending on the individual needs of each new ES. Once the ES Director is satisfied that the ES understands the processes and has demonstrated competence in the various functions of their position, the new ES is considered qualified to perform their duties with limited supervision. Homeschool teachers have been fully trained on implementing ESCS' new math program (The Math Path).

The Math Path Program was created to help Empire Springs accelerate the math proficiency of our students. While it is our recommended math program for all students, it is required for those students who have not met our minimum proficiency targets. All students whose CAASPP scores show they are performing below proficient must follow the Math Path program. The Math Path program includes an intervention plan for students to "catch up" as quickly as possible if they are below grade level.

Assessments are provided at each monthly learning plan meeting. Math Path supplemental curriculum and instruction will be adjusted based on results.

The Math Path program will ensure high quality instruction using rigorous curricula for all students. Curriculum choice is narrowed to include approved state adopted curricula or Saxon Common Core curriculum. .

The Math Path program will be continually updated and refined as data is analyzed and trends are identified. Ongoing training and development for homeschool ESes and parents will be provided each year as the culture is changed to reflect an emphasis on mathematical problem solving and competence.

Academy

After new academy teachers receive initial training, they are assigned to site locations and to a professional learning community group. All PLCs meet once per month and consist of teachers working with similar grade levels and subjects. Some of the PLC meetings are conducted virtually while others are conducted as full-day face-to-face meetings. Academy teachers meet with their PLC members for a full day, three times per year, to analyze benchmark data and to create lesson plans addressing the next set of objectives to be taught according to the ESCS pacing guides. Weekly staff meetings provide opportunities for further staff development, including MTSS training, personalized mastery learning, working with small groups, and using data to drive instruction.

As Empire Springs prepares to launch the first year of the Math Path program our professional development efforts are focused on mathematics training. Middle and elementary school teachers received a full-day math training. A portion of the day was focused on the implementation of our new online math program, ST Math. ST Math is an online math program that engages the learner's spatial temporal reasoning abilities to explain, understand and solve multi-step problems. Academy teachers also receive regular support from the Math Instructional Support Staff.

Empire Springs' academy teachers are expected to implement the direct instruction model in their classrooms. All academy teachers were trained on the *ESCS Academy Teachers Guide to Teaching*. The guide includes the components of direct instruction as well as examples of what each component looks like in the classroom. Teachers will receive ongoing training on the Direct Instruction method at their monthly site meetings.

ESCS has a three-year plan for implementing the Common Core State Standards. Year 2013-2014 implementation included reviewing/revising curriculum maps and pacing guides to narrow the instructional focus, in alignment with the CCSS, for each grade level. Teachers will create lesson plans that demonstrate CCSS implementation including performance assessments.

2014-2015 will include full implementation of the CCSS in all academies including the implementation of the National Assessment. Leadership staff will continue to attend regular training opportunities and provide training to staff at monthly PLC meetings.

2014-2015 will include analyzing student achievement data as a means of measuring implementation of the CCSS. Teachers will participate in three data days throughout the school year.

The ESCS Senior Management Team attends training and seminars focused on charter legislative and informational issues at least three times each year. Following these seminars, the information assimilated by the attendees is passed on to the Directors/Principals and department chairs and pertinent information is disseminated to all affected staff.

Hiring

Empire Springs Charter School strives to hire teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards. As shown in the table above, 100% of teachers employed hold a full credential.

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

Empire Springs Charter School has specific personnel identified as key persons for all school programs and services. These professionally trained contacts were consulted and input was received that was analyzed and evaluated to ascertain the direction of this SSD Plan.

Step Three: Develop or Revise Performance Goals

Empire Springs outlined plans were developed to attain the maximum amount of student achievement.

Step Four: Revise Improvement Strategies and Expenditures

Each quarter, the School Site Council (SSC) will meet and evaluate Title I and Title III plans for expenditures. The SSC will be made up of 3 senior managers, 2 leadership personnel, 5 teachers, 2 parents, and 1 local Board member. Resource management techniques will be used to assess available funds, school goals (i.e., Safe Empire for all significant subgroups), and decide on resource allocation accordingly. Monitoring will happen by comparing specific program subgroup scores, specific resources allocated, and use of previously allocated resources. Use of allocated resources will be observed through classroom monitoring, leadership survey, and teacher feedback. All resources purchased with restricted funds will come with training/staff development to ensure the item is used to its fullest potential. Minutes for these meetings will be kept and posted and the ESCS website. Further accountability will take place through Federal reporting requirements (i.e., the Consolidated Application).

Step Five: Local Governing Board Approval

Empire Springs Charter School has obtained approval by the Governing Board, the SSC, and the district superintendent prior to submitting this SSD Plan to the CA Dept. of Education. Signatures from all are affixed to the SSD Plan submission and SSC pages.

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?

The Empire Springs Charter School Senior Management Team will verify achievement of performance targets through monitoring 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.

Empire Springs Charter School, through our continuous improvement reflective practices, will analyze student, support services, and professional development data school-wide to evaluate planned activity effectiveness. When results are not as expected, Empire Springs will consider the following:

- a) How are performance targets and activities based on student performance and factual assessment of current educational practice?
- 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?

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

This is the first time ESCS is applying for funding. Therefore, there is no data to insert in the following table. Once funding is received, the charter will move some of the general fund expenditures (as applicable) into the new funding streams. The charter will then update this table annually.

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	0	0	
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	0	0	0	
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	0	0	0	
Title III, Immigrants	0	0	0	
Title IV, Part A, Safe and Drug-free Schools and Communities	0	0	0	
Title V, Part A, Innovative Programs – Parental Choice	0	0	0	
Adult Education				
Career Technical Education	0	0	0	
McKinney-Vento Homeless Education				

IDEA, Special Education	0	0	0	
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	\$0	\$0	\$0	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
School and Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Healthy Start				

Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
TOTAL	\$0	\$0	\$0	\$0

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – Program Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

Academic Achievement

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

Professional Development and Hiring

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

Not applicable.

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

Empire Springs Charter School (ESCS) is a parent choice school where the community is the classroom. Our mission is to foster the innate curiosity of our students, empower their parents, and promote optimum learning by collaboratively developing a personalized learning program for each student. We were founded by a group of parents and continue to encourage and support the active involvement of all parents in the life of the school. Through the involvement of many stakeholders, the quality of the programs at the school has been greatly enhanced.

ESCS began serving students in 2013-14.

ESCS strives to uphold parent choice in education through choice of curriculum and program options. Parents can monitor materials that affect their student's attitudes, values and beliefs.

As a school, we believe that the best learning occurs when:

- The parent is directly involved in the teaching and learning process
- Learning is tailored to each individual student's needs
- One-on-one teaching is the primary arrangement
- Real life "context-based" learning is emphasized
- There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology
- Schooling is viewed as one aspect of an education
- The entire community serves as the school campus

Empire Springs serves kindergarten through 12th grade students residing in San Diego County and the four contiguous counties through a network of California credentialed Homeschool Education Specialists (ESes) and academy teachers.

Homeschool Students enrolled in the Homeschool program are assigned an ES (Education Specialist) who meets with the family a minimum of once every 20 school days. Parents and their students work with their ES to determine each student's educational goals and objectives, as well as to choose the student's individualized curriculum. Parents also determine the most effective teaching strategies based on the student's preferred learning style.

Academy Students enrolled in one of our academy programs attend classes from two to four and a half days per week and receive instruction from fully credentialed teachers. Each teacher structures student lessons and assignments, working collaboratively with the parent who oversees student work during home study days.

Empire Springs Charter School is chartered under the Helendale School District (HSD). As such, HSD provides district oversight of Empire Springs Charter School. However, Empire Springs is a direct funded charter school and, as such, is solely responsible for our own Consolidated Application and SSD Plan.

Based on current assessment data, ESCS has developed a specific accountability plan to increase student achievement in mathematics. The AIMM team which consists of approximately 30 credentialed staff who are monitoring and mentoring classrooms and homeschool programs on a weekly, bi-monthly or per month basis, depending upon site achievement data. Each program is labeled as a red, yellow or green. Red sites have urgent needs and need monitoring/mentoring on a weekly basis. Yellow is bi-monthly and green is monthly, again, based on data.

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.

ESCS has widened its assessment collection to include not only state-mandated tests, but also online formative assessments (i-Ready), as well as State-standard specific benchmark assessments (INSPECT). The i-Ready assessments are given a minimum of two times per school year. The data is immediately available to individual teachers, academy directors, and school administration through the online portal. This testing is particularly useful because it is adaptive, allowing teachers to establish the student's ability level in all subjects, whether the student is significantly above or below their age-appropriate grade. This helps greatly in identifying appropriate objectives for students and selecting curricula. In addition to i-Ready, Empire Springs has developed and piloted benchmark testing for the past two years.

The benchmark assessment results are analyzed at the Professional Learning Communities (PLCs). PLC members use the data to drive instruction including developing re-teaching lessons for students who did not meet the proficient mark.

After the initial year of development, it was decided to purchase an online test bank to deliver rigorous, standards-based test questions that provide teachers with diagnostic information about student errors (INSPECT).

The assessment schedule includes mastery quizzes (MQs) that align to the I Can objectives for each grade level in math and ELA. Students complete a mastery quiz approximately every two weeks. Students must retake the assessment until they demonstrate mastery (80%). Students complete three benchmark tests throughout the year. The third benchmark is a blueprint assessment.

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

SCHOOL GOAL # 1. Make adequate yearly progress through Safe Empire in ELA by implementing a Restructuring/Alternative Governance Plan as per the mandates of ESEA.	
<p>Student groups and grade levels to participate in this goal:</p> <p>All enrolled K-12 students including low-performing subgroups including socioeconomically disadvantaged students, Hispanic students and students with special needs.</p>	<p>Anticipated annual performance growth for each group:</p> <p>Meet or exceed AYP Safe Empire growth target of approximately 10% per year school wide and for each significant subgroup in ELA (Key Data Systems reports are used each year to know exact percent needed to meet Safe Empire for each significant subgroup.)</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Annual AYP scores, as calculated by the state and disseminated in late August/early September each year. N/A in 2014-15 	<p>Data to be collected to measure academic gains:</p> <p>Results on English/Language Arts portion of CAASPP and CAHSEE and any other future state measures</p>

Planned Improvement in Student Performance in Reading

Since there are no additional, funding streams currently, all of the expenditures in this plan are coming from the general fund. However, once other funding is secured, the expenditures will be re-coded (where appropriate).

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
1. Alignment of instruction with content standards:				
A. Develop standard high school course descriptions and pacing guides for English 9-12 using standards-based, state adopted curricula. Develop TK-12 ELA pacing guides. Pacing guides are developed from CA content standards to ensure focused instruction on key ELA standards.	Asst. Sup., Personalized Learning, Director of Instructional Support Start Date: September, 2014 Updated annually in July-August of each of each school year	Course Descriptions Pacing guides	Purchase of state adopted curricula. \$30,000	General Fund
B. Created ELA benchmark assessment calendar and ELA benchmarks grades K-12.	Asst. Sup., Personalized Learning Director of Instructional Support Start Date: June, 2014	Assessment calendar INSPECT/OARS benchmark reports	Purchase of benchmark. \$5,000	General Fund

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
	Updated annually in July-August of each school year			
C. Developed power standards "I Cans" for grades K-12 in ELA based on CA content standards and ELA Blueprints.	Asst. Sup., Personalized Learning Director of Instructional Support Start Date: July, 2014 Updated annually in July-August of each school year	Moodle Pacing Guides Course Descriptions	See B above	
D. Integrate Common Core standards into course descriptions, pacing guides and classroom instruction.	Asst. Sup., Personalized Learning Director of Instructional Support Start Date: July, 2014 Updated annually in July-August of each school year	Pacing Guides Self-described adoption cycle	Teacher stipends. \$10,000	General Fund
E. Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices. (LCAP)	Asst. Sup., Personalized Learning Director of Instructional Support Start Date: July, 2014	PLC agendas	See above	
F. Implement Accelerated Reader for personalized reading instruction	Asst. Sup., Personalized Learning Start Date: July, 2014 Updated/Reviewed annually in July-August of each school year	Pacing Guide	Subscription based on enrollment. \$6,000	General Fund
G. Integrate 6-trait writing in ELA programs	Start Date: July, 2014 Updated/Reviewed annually in June of each school year	Teacher lesson plans	\$2,000	General Fund
2. Use of standards-aligned instructional materials and strategies:				
A. Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices. (LCAP) Develop a Common Core-based curriculum which incorporates modular units to scaffold and support all students, including struggling students who are in remote areas. (LCAP)	Asst. Sup., Personalized Learning Start Date: July, 2014 Updated annually in July-August of each school year	Invoices Moodle courses Use analysis	\$20,000	General Fund

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
B. Implement and revise ESCS Power tools (15 strategies for independent learning)	Asst. Sup., Personalized Learning Start Date: July, 2014 Updated annually in July-August of each school year	Lesson plans Moodle Learning Plans	See above	
C. Direct Interactive Instruction implemented at all academy locations.	Asst. Sup., Academies Start Date: August, 2014 Updated annually in July-August of each school year	Lesson plans Moodle Learning Plans ESCS Website Professional Development	No additional cost	
D. Develop homeschool support materials and in-service for specific adopted curricula	Asst. Sup., Personalized Learning Start Date: July, 2014 Updated annually in July-August of each school year	Professional Development	\$5,000	General Fund
E. Specific parent support (Parent Certification) in-service to support implementation of standards-aligned material and strategy instruction.	Director of Instructional Support Start Date: July, 2014 Updated annually in July-August of each school year	Observation and follow up forms	\$2,000	General Fund
3. Extended learning time:				
A. Extend learning time in academy programs by extending the periods from 50 minutes to 1.5 hours at identified locations.	Asst. Sup., Academies Start Date: August, 2014 Updated annually in July-August of each school year	Master schedule	No cost	
B. Add Intervention/Enrichment Schedule during the regular school day. The schedule will provide opportunities to support intensive, strategic, benchmark and advanced students in targeted instructional areas.	Asst. Sup., Academies Director of Instructional Support Start Date: August, 2014 Updated annually in July-August of each school year	Master schedule	No cost	
4. Increased access to technology:				
A. Increase course access and student engagement by utilizing 21st century tools, resources and materials. (LCAP) In an effort to increase technology readiness, the Charter will ensure each student access to a Chromebook (or other similar technology) throughout all programs (LCAP).	Asst. Sup., IT Start Date: September, 2014 Updated/Reviewed annually in July	Invoices	\$33,000	General Fund

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
B. Revise existing content in Moodle, the Learning Management platform, to guide academy and homeschool instruction and provide parent access to students' assignments, assessments, and upcoming projects.	Asst. Sup., Personalized Learning Asst. Sup., IT Start Date: September, 2014 Updated/Reviewed annually in August	Moodle courses/Usage Reports	See above	
C. Develop K-8 I Can! ELA courses in Moodle including access to online literacy programs such as Reading A-Z.	Asst. Sup., Personalized Learning Start Date: July, 2014 Updated/Reviewed annually in July	Moodle courses/Usage Reports	See above (teacher stipends)	
D. Develop I Can! ELA courses in Moodle grades 9-12 including released test questions, online resources and lessons. The ELA I Can courses provide resources for each I Can objective.	Asst. Sup., Personalized Learning Start Date: September, 2014 Updated/Reviewed annually in August	Moodle courses	See above (teacher stipends)	
E. Use of INSPECT/Oars for online assessments and reporting	Asst. Sup., Personalized Learning Start Date: January, 2014 Updated/Reviewed annually in July	OARS Reports Benchmarks	See above (purchase of benchmark)	
F. Improve wireless/internet capacities at sites for improved use of technology in ELA	Asst. Sup., IT Start Date: September, 2014 Updated/Reviewed annually in July	Contract	\$5,000	General Fund
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
A. Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices. (LCAP) Develop staff on Common Core implementation. (LCAP)	Asst. Sup., Academies Asst. Sup., Personalized Learning Start Date: June 2014	Sign-in sheets Presentations	See above	

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
B. AIMM Team Support—Each site has a mentor and a monitor available for specific targeted staff development in ELA if a need is identified at a particular site or for an individual teacher. Monitors and mentors visit sites at regularly scheduled times depending on the sites level of need. Monitors observe teachers and report findings to mentor and site director through the AIMM Monitor Observation form (an online form). Site mentor reviews achievement data (CAASPP and i-Ready) with the director in order to identify needs in ELA.	Asst. Sup., Academies Start Date: 2014 Updated/Reviewed annually in July	Mentor/Monitor Forms SMART Goals	\$1,000	General Fund
C. Provide regular collaboration time to examine student data and plan curriculum with grade level or subject matter teams during monthly PLC meetings. During PLC time teachers meet with grade-level members to analyze results from mastery quizzes. Mastery quizzes are given approximately two times per month. Results are used to create lessons for re-teaching and intervention. PLC time is also used to plan instruction for upcoming milestone assessments.	Asst. Sup., Academies Asst. Sup., Personalized Learning Start Date: July, 2014 Updated/Reviewed annually in July	Team Data Forms SMART goals	See above (professional development)	
D. Teachers will meet 3 times per year for data days led by an administrator-to analyze data, identify intervention needs, and plan scientifically based research strategies to increase achievement in ELA. During the three annual data days where teachers meet in grade level teams to analyze district benchmark data.	Asst. Sup., Personalized Learning Start Date: June, 2014 Updated/Reviewed annually in August	Team Data Forms Assessment reports	See above (professional development)	
E. Provide monthly professional development on effective instructional strategies including ESCS Power Tools to increase student learning. Professional development takes place at each academy once per month prior to PLC meeting time.	Asst. Sup., Personalized Learning Start Date: July, 2014 Updated/Reviewed annually in August	Agendas Moodle	See above (professional development)	
F. New teachers will participate in the Beginning Teacher Support and Assessment Program designed to improve teacher effectiveness	Human Resources Start Date: July, 2014 Yearly program	Completion of Yr. 1 and Yr. 2 BTSA Certificate	Subsidized by BTSA	

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
A. CAASPP & CAHSEE results mailed to all parents and results provided to teachers for class roster. Reports for parents, administration and teachers provided in a format that can be readily interpreted along with instruction guide.	Asst. Sup., Business and Ops Start Date: July, 2014 Updated/Reviewed annually in July	Test Results	\$250	General Fund
B. SBAC, i-Ready, and INSPECT assessment results reviewed with parents during learning plan meetings and used to establish individual ELA goals	Director of Instructional Support Start Date: July, 2014 Updated/Reviewed annually in July	Test Results Learning Plans	No additional cost	
C. MTSS Data Days implemented three times per year at academies and with homeschool staff. CAASPP results analyzed with MTSS team, intervention groups identified and personalized learning plans created based on MTSS pyramid of interventions. Results communicated to parents and interventions are implemented collaboratively between staff and parents.	Asst. Sup., Personalized Learning Start Date: September, 2014 Updated/Reviewed annually in June	Data forms Learning Plans	No additional costs (in job descriptions)	
D. School progress is reported annually in the School Accountability Report Card posted on the district web site.	Director of Student Records Start Date: September, 2014 annually in September	Website Report Card	No additional cost (in job description)	
E. Staff, parents, and community members meet quarterly for SSC and ELAC. SSC and ELAC group members will meet at the Administrative Office. (See "District Profile" for detail.)	Asst. Sup., Business and Ops Asst. Sup., Academies Start Date: September, 2014 Updated Quarterly (SSC) Bi-annually for ELAC	Agenda Master Calendar Internal Communication	No additional cost	
F. Parent certification program, SPREE events and Annual Curriculum Conference at annual summer conference. The Parent certification program training for homeschool parents to develop them as educators. The Parent Certification Program offers classes and workshops at local academies and online. Course topics include Planning Instruction, Brain Based Learning and Connecting Assessment and Instruction.	Asst. Sup., Personalized Learning Asst. Sup., Business and Ops Start Date: September, 2014 Updated/Reviewed annually in June Pechanga event held annually in August SPREE events twice annually	Master Calendar Program overview Flyers Cost of postage –test results Cost of postage – District Newsletter Website MOUs	\$30,000	General Fund

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
F. (continued) Student Parent Regional Education Event (SPREE)—a series of workshops developed for homeschool parents. The workshops focus on best instructional practices and are offered twice annually in regional locations. Annual Summer Conference — a series of workshops developed for homeschool parents and Education Specialists.				
G. Support parent and community involvement through the following activities: <ul style="list-style-type: none"> • Back to School Night—annually in September • Open House • Progress Reports—every six weeks • Report Cards • Parent Teacher Conferences—once per semester • District Website • District Newsletter • Jupiter Grades – online grade reporting • Teacher Websites • Communication through the School Messenger system 	Asst. Sup., Academies Start Date: September, 2014 Updated/Reviewed annually in June	Master Calendar Program overview Flyers Cost of postage –test results Cost of postage – District Newsletter Website MOUs	\$2,000	General Fund
7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):				
A. Bridge Program for incoming eighth grade student to prepare for high school	Director of Guidance Department Start Date: September, 2014 Updated/Reviewed annually in June	Master Calendar Program overview Flyers	\$2,000	General Fund
B Parent Nights with academic focus at academies a minimum of twice per year	Asst. Sup., Academies Start Date: September, 2014 Updated/Reviewed annually in June	Master Calendar	No additional cost	
C. Fall & Spring Parent-Teacher Conferences	Asst. Sup., Academies Start Date: September, 2014 Updated/Reviewed annually in June	Master Calendar	No additional cost	

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
D. Parent education opportunities provided include parent certification, SPREE, Pechanga	Director of Instructional Support Start Date: September, 2014 Updated/Reviewed annually in June	Master Calendar	See above	
8. Monitoring program effectiveness:				
<p>A. Increase the percentage of K-8th grade students scoring proficient or advanced on school-wide standards- based assessments in English-Language Arts/Literacy and mathematics across all significant subgroups. (LCAP)</p> <p>Enhance the use of ST Math, I-Ready and other online programs to personalization learning and provide necessary support in math and English-language arts/literacy.</p> <p>Increase percentage of 3rd-8th grade students scoring proficient or advanced on CAASPP.</p>	<p>Asst. Sup., Academies Asst. Sup., Personalized Learning Start Date: July, 2014 Updated/Reviewed annually in July</p>	<p>Assessment results Use/success of online programs</p>	<p>\$10,000</p>	<p>General Fund</p>
<p>B. Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices. (LCAP)</p> <p>Use CAASPP baseline data (once available) as a measure of student achievement by individual, school-wide, significant subgroup (White, Hispanic, English Learner, Students with Disabilities, Socio-Economically Disadvantaged), and teacher. Other measurable assessments will include research-proven diagnostic, end-of-course, and benchmark exams. Each year review all assessment vehicles to ensure quality and consistency of data. (LCAP)</p>	<p>Asst. Sup., Academies Asst. Sup., Personalized Learning Start Date: July, 2014 Updated/Reviewed annually in July</p>	<p>Assessment results</p>	<p>See above</p>	

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
<p>C. AIMM</p> <ul style="list-style-type: none"> • Review and analyze assessment results including mastery quizzes, milestone, I-Ready and SBAC and use the data to tailor instruction and personalize learning. • Implement a system of analyzing data, identifying needs and supporting classroom teachers and parents. • Monitor and support school wide and site-based ELA SMART goals • Academy monitors will observe the classroom teacher using a checklist of criteria to identify specifically targeted instructional strengths and/or weaknesses in ELA. Monitors report this data using the AIMM Monitor Observation Form and make recommendations for support needs to Mentors. Monitors visit the site according to the frequency predetermined based on identified need, per rubric. • Academy monitors complete summary sheets reporting findings of visit and report findings to site director and the academy mentor. • The AIMM committee reports to the Alternative Governance Board 3-4 times per year. • Academy mentor work one-on-one with teachers on the identified target areas to support best practices and increase student achievement in ELA. • Homeschool monitors will collect survey and assessment data from Education Specialist (ESes), homeschooling parents and students. • Homeschool monitors will review assessment data from mastery quizzes and milestones and complete summary sheets reporting findings of visit to mentors. • Homeschool Monitors will collect data from “Math Path” parents regarding their adherence to the instructional recommendations. Monitors will report this data in a consistent format and make recommendations for support needs to Mentors. 	<p>Asst. Sup., Academies Start Date: July, 2014 Updated/Reviewed annually in July</p>	<p>AIMM reports AIMM observation forms</p> <p>AIMM site visitation calendar (visits follow a pre-determined frequency based on site need)</p> <p>Focus group reports</p> <p>Assessment data/reports Survey results Academy summary sheets following each visit</p> <p>AIMM Committee Reports for AGB (3-4 times per year)</p> <p>The monitor will review Quiz and Milestone data for all students identified as Math Path and will create 3 reports identifying support needs by November 10, January 20 and March 30.</p>	<p>See above</p>	

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
<p>C. AIMM (continued)</p> <ul style="list-style-type: none"> Homeschool mentors provide in-service training to teachers and parents to support targeted curriculum development and individual counseling of struggling students. Homeschool mentors work with ESEs to make a plan for students who are not demonstrating adequate progress on the mastery quizzes or milestones. If students are not progressing, increased accountability is required including an increase in proctored assessments and possibly moving student to the local academy for site-based instruction. 				
9. Targeting services and programs to lowest-performing student groups				
A. Contract with urban schools' specialists to assist staff in increasing academic achievement for low performing subgroups. (LCAP)	Asst. Sup., Academies Date: October, 2014	Assessment results Staff feedback	\$15,000	General Fund
10. Any additional services tied to student academic needs:				
<p>A. Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, A-G approved coursework and sequence, and improving EAP passing rates (exemptions). (LCAP)</p> <p>To increase career-readiness, the charter will further develop course offerings in the areas of Career-Technical Education (CTE) and internships. The goal is to maximize CTE pathway offerings and increase internship participation among our high school students.</p> <p>To increase college readiness, the charter will increase concurrent/dual enrollment services to all interested high school students with local community colleges where the students will study on campus, while receiving both college and high school credits. Increase counseling services.</p> <p>Implement the newly-approved CSU Expository Reading and Writing (ERWC) for grades 11 and 12.</p> <p>Ensure teachers are credentialed in content areas, per independent study guidelines.</p>	Asst. Sup., Academies Asst. Sup., Pupil Services Start Date: July, 2014	Successful completion of coursework Credentialing	\$10,000	General Fund

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
B. Continue to support parent choice and personalized learning. (LCAP) Increase instructional (flex) funds for Homeschool families in July 2014	Superintendent Start Date: July 2014	Flex fund use	\$50,000	General Fund

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

SCHOOL GOAL #1B. Make adequate yearly progress through Safe Empire in math by implementing a Restructuring/Alternative Governance Plan as per the mandates of ESEA.	
<p>Student groups and grade levels to participate in this goal: All enrolled K-12 students including low-performing subgroups, including socioeconomically disadvantaged students, Hispanic students and students with disabilities.</p>	<p>Anticipated annual performance growth for each group: Meet or exceed AYP growth target each year school wide and for each significant subgroup in math. Significant subgroups results and goals are developed by Key Data Systems each year and will be used for goal-setting.</p>
<p>Means of evaluating progress toward this goal: Annual AYP scores, as calculated by the State and disseminated in late August/early September each year</p>	<p>Data to be collected to measure academic gains: Results on mathematics portion of CAASPP and CAHSEE and any other future state measures.</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:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
1. Alignment of instruction with content standards:				
A. Develop standard high school course descriptions and pacing guides for mathematics in grades 9-12 using standards-based, state adopted curricula. Develop TK-12 math pacing guides. Pacing guides are developed from CA content standards and math Blueprints to ensure focused instruction on key math standards.	Asst. Sup., Personalized Learning, Director of Instructional Support Start Date: September, 2006 Updated/Reviewed annually in June	Course Descriptions Pacing guides	\$5,000	General Fund
B. Develop lesson plans aligned to content standards for homeschool parents to use with students enrolled in the Math Path. Lesson plans include 90-120 minutes per day of mathematics instruction.	Asst. Sup., Personalized Learning Start Date: June, 2014 Updated/Reviewed annually in June	ESCS Lesson Plans for HSP, Envision math and Saxon Common Core	No additional cost – TOSA re-assigned	
C. Create and implement Math Path courses at academies for homeschool students.	Director of Instructional Support Asst. Sup., Academies Start Date: July, 2014 Updated/Reviewed annually in July	Teacher lesson plans Moodle AIMM observation forms	\$10,000	General Fund
D. Develop power standards (I Cans) for grades K-12 in math based on CA content standards.	Asst. Sup., Personalized Learning Director of Instructional Support Start Date: July, 2014 Updated/Reviewed annually in June	High School Course Descriptions Pacing Guides Moodle "I Can" resources	\$5,000	General Fund
E. Create math benchmark assessment calendar for all students. Assessment calendar includes Mastery Quizzes (approximately one every 2 weeks) aligned with I Can objectives and three benchmarks.	Asst. Sup., Personalized Learning Start Date: July, 2014 Updated/Reviewed annually in June	Assessment calendar Assessments INSPECT/OARS benchmark reports	See above ELA	
F. Students will take three benchmark assessments per year as well as ten mastery quizzes based on the ten grade-level power standards.	Asst. Sup., Personalized Learning Start Date: July, 2014 Updated/Reviewed annually in June	Assessment calendar Assessments INSPECT/OARS benchmark reports	\$5,000	General Fund

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
G. Teachers analyze assessment data and use results to drive instruction. Assessment data is reviewed at monthly PLC meeting in grade level groups and at the three annual data days following each ESCS benchmark assessment.	Asst. Sup., Personalized Learning Start Date: July, 2014 Updated/Reviewed annually in June	INSPECT/OARS benchmark reports Assessment calendar PLC Agenda	See above	
H. Catch Up Plan Template created to guide development of individualized lesson plans and goals for students who are below grade level in math.	Asst. Sup., Personalized Learning Start Date: July, 2014 Updated/Reviewed annually in June	Moodle "Catch Up Resources" course Catch Up Plan Templates	\$2,000	General Fund
I. Catch Up Plan Resource "course" developed in Moodle. This resource contains access to online support such as Brainpop, resources for each I Can including videos, printable worksheets and assessments.	Asst. Sup., Personalized Learning Start Date: July, 2014 Updated/Reviewed annually in June	Same as above	See above	
J. Math Path flow chart and adequate progress policy implemented to ensure that students reach expected growth during each learning period. Students who do not demonstrate adequate progress will be required to fulfill additional requirements including regular proctored assessments, narrowed choice in curriculum and may be required to attend math class at an academy.	Asst. Sup., Academies Start Date: July, 2014 Updated/Reviewed annually in June	Adequate Progress Policy Math Path Flow Chart Catch Up Plan	\$1,000	General Fund
K. Implement new lesson plan requirements for academy teachers. Academy teachers must use the ESCS lesson plan template or a similar approved template. Lesson plans must include intervention group data, centers information and reflect 80-120 minutes of mathematics instruction. AIMM monitors will review academy teacher lesson plans. Academy directors will review lesson plans and ensure compliance with plans updated in Moodle	Asst. Sup., Personalized Learning Start Date: July, 2014 Updated/Reviewed annually in June	Lesson Plan Template Teacher Plans in Moodle Academy Teacher Handbook	No additional cost	
L. Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices. (LCAP)	Asst. Sup., Personalized Learning Director of Instructional Support Start Date: July, 2014	Assessment results Development sign-in sheets Presentations	See above ELA	

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
2. Use of standards-aligned instructional materials and strategies:				
<p>A. Develop, implement, and revise Math Path program including</p> <ul style="list-style-type: none"> • Implementation of CA state-approved math curriculum and instructional materials for mathematics that are fully aligned to state content standards. Required mastery of power standards (I Cans) through mastery quizzes and yearly benchmark exams • Mastery quizzes assess understanding of each I Can. Students complete MQ approximately every two weeks. Mastery is demonstrated by achieving an 80% or above on each quiz. • Benchmark exams are given three times per year and are developed using the INSPECT item bank. • Provide sufficient standards-based intervention and supplementary materials and assessments for all students • All classroom math classes K-6 will be provided an online math supplement to develop conceptual understanding (ST Math) 	<p>Asst. Sup., Personalized Learning Asst. Sup., Academies Start Date: June, 2014 Updated/Reviewed annually in June</p>	<p>Teacher lesson plans Moodle AIMM observation forms Adopted materials ESCS Math Path Components in the teacher's guide</p>	<p>See above ELA</p>	
<p>B. AIMM Team</p> <ul style="list-style-type: none"> • AIMM team monitors and mentors ensure implementation of Math Path requirements. Monitors and mentors complete visits/observations on a pre-determined schedule based on academy level of need. 	<p>Asst. Sup., Academies Start Date: June, 2014 Updated/Reviewed annually in June</p>	<p>Teacher lesson plans Moodle AIMM observation forms Academy Teachers Handbook</p>	<p>See above AIMM</p>	
<p>C. Implement core math courses at learning center locations for homeschool students in grades 3-8.</p>	<p>Asst. Sup., Academies Start Date: June, 2014 Updated/Reviewed annually in June</p>	<p>Master Schedule</p>	<p>\$2,000</p>	<p>General Fund</p>
<p>D. Implement sixty-eighty minute math rotation cycle during each academy math class.</p>	<p>Asst. Sup., Personalized Learning Homeschool Directors Start Date: June, 2014 Updated/Reviewed annually in June</p>	<p>Master Schedule</p>	<p>No additional cost</p>	

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
E. Direct Interactive Instruction implemented at all academy locations. All teachers are expected to implement DI daily.	Asst. Sup., Personalized Learning Homeschool Directors Start Date: June, 2014 Updated/Reviewed annually in June	Teacher lesson plans	No additional cost	
F. Develop homeschool support materials and in-services for specific adopted curricula. Parents of students who are required to participate in the Math Path must attend a minimum of two instructional workshops per school year	Asst. Sup., Personalized Learning Homeschool Directors Start Date: June, 2014 Updated/Reviewed annually in June	Sing-in sheets	\$2,000	General Fund
G. Specific parent support (Parent Certification) in-service to support implementation of standards-aligned material and strategy instruction.	Asst. Sup., Personalized Learning Director of Instructional Support Start Date: July, 2014	Master calendar and presentations	See above ELA	
H. Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices. (LCAP) Develop a Common Core-based curriculum which incorporates modular units to scaffold and support all students, including struggling students who are in remote areas. (LCAP)		Moodle courses	See above	
3. Extended learning time:				
A. Math Path <ul style="list-style-type: none"> Homeschool lesson plans developed to reflect 90 minutes for math instruction Catch-up plans created for students below grade level. Extra time for math instruction is built into the plan. Intervention/Pull-out schedule built into every academy master schedule for intervention or enrichment during the regular school day. The “schedule” will provide opportunities to support students in targeted instructional areas 	Asst. Sup., Academies Asst. Sup., Personalized Learning Start Date: June, 2014 Updated/Reviewed annually in June	Math Path Policy Master Schedules Catch up plan ESCS Teaching guide	\$3,000	General Fund

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
A. Math Path (continued) <ul style="list-style-type: none"> • Academy math instruction time extended to a minimum of 90 minutes • Incorporate heterogeneously grouped math problem into academy instruction time 				
B. Add Intervention/Enrichment Schedule during the regular school day. The schedule will provide opportunities to support intensive, strategic, benchmark and advanced students in targeted instructional areas.	Asst. Sup., Academies Date: September, 2014 Updated/Reviewed annually in June	Master schedule	No additional cost	
4. Increased access to technology				
A. Math Path <ul style="list-style-type: none"> • All academy teachers in grades 2-8 received 8 computers for his or her classroom. • Implement ST Math in academy setting and for Math Path Enrichment classes. • Develop Moodle as the Learning Management platform to guide academy and homeschool instruction and provide parent access to students' assignments, assessments, and upcoming projects. • Using online math supplements such as ALEKS, IXL, and Symphony math • Use of INSPECT/Oars for online assessments and reporting, analyze results and use data to drive instruction. 	Asst. Sup., Personalized Learning Asst. Sup., IT Start Date: August, 2014 Updated/Reviewed annually in June	OPS orders ST Math Contract Moodle Usage reports Assessment Data	See above (technology)	
B. Maintaining existing computer labs and laptops carts available at academies.	Asst. Sup., IT Start Date: June, 2014 Updated/Reviewed annually in June	Trouble tickets	See above ELA	
C. Develop K-8 I Can! Math courses in Moodle	Asst. Sup., Personalized Learning Start Date: June, 2014 Updated/Reviewed annually in June	Moodle courses/Usage Reports	See above	
D. Develop I Can math courses in Moodle 9-12	Asst. Sup., Personalized Learning	Moodle courses/Usage Reports	See above	

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
	Start Date: August, 2014 Updated/Reviewed annually in June			
E. Increase course access and student engagement by utilizing 21st century tools, resources and materials. (LCAP) In an effort to increase technology readiness, the Charter will ensure each student access to a Chromebook (or other similar technology) throughout all programs. (LCAP)	Asst. Sup., IT Start Date: August, 2014 Updated/Reviewed annually in June	Inventory	See above	
5. Staff development and professional collaboration aligned with standards-based instructional materials				
A. Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices. (LCAP) Develop staff on Common Core implementation. (LCAP)	Asst. Sup., Personalized Learning Asst. Sup., Academies Start Date: July, 2014	Sign-in sheets Presentations	See above	
B. AIMM Team Support: AIMM Monitors will report observations to Mentors and directors. Mentors will collaborate with directors or homeschool ES/parent to provide professional development based on individual or site need.	Asst. Sup., Academies Start Date: August, 2014 Updated/Reviewed annually in June	Mentor/Monitor Forms SMART Goals	See above	
C. Provide regular collaboration time to examine student data and plan curriculum with grade level or subject matter teams during monthly PLC Meetings.	Asst. Sup., Personalized Learning Start Date: September, 2014 Updated/Reviewed annually in June	Team Data Forms SMART goals Mentor/Monitor Observation Forms	See above	
D. Teachers will meet 3 times per year for data days led by an administrator to analyze data, identify intervention needs, and plan scientifically based research strategies to increase achievement in mathematics.	Asst. Sup., Personalized Learning Start Date: August, 2014 Updated/Reviewed annually in June	Team Data Forms Assessment reports	See above	
E. Math Path <ul style="list-style-type: none"> ST Math training and ongoing support 	Asst. Sup., Personalized Learning Start Date: September, 2014	Agendas Moodle	ST Math purchase plus	General Fund

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
E. Math Path (continued) <ul style="list-style-type: none"> Staff development related to components of math path (catch up planner, developing centers, teaching the ESCS way) Collaboration with Academic Achievement Advisors and MTSS support Train math aides for classroom support Train teachers who will teach Math Path enrichment class training 	Updated/Reviewed annually in June		training \$10,000 Math aides \$2,000	
F. Provide ongoing training on effective strategies including ESCS Power Tools to increase student learning.	Asst. Sup., Personalized Learning Start Date: August, 2014 Updated/Reviewed annually in June	Development sign-in sheets Presentations	See above	
G. New teachers will participate in the Beginning Teacher Support and Assessment Program designed to improve teacher effectiveness.	Asst. Sup., Human Resources Start Date: August, 2014 Updated/Reviewed and updated yearly	Completion of Yr. 1 and Yr. 2 BTSA Certificate	BTSA subsidized	
H. Contract with urban schools' specialists to assist staff in increasing academic achievement for low performing subgroups	Asst. Sup., Academies Start Date: October, 2014	Assessment results Staff feedback	See above	
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
A. CAASPP & CAHSEE results mailed to all parents and results provided to teachers for class roster. Reports for parents, administration and teachers provided in a format that can be readily interpreted along with instruction guide. Parents who have indicated a home language other than English, receive instructions in their primary language.	Asst. Sup., Business and Ops Data Analyst Start Date: July, 2014 Updated/Reviewed annually in June	CST Reports	See above	
B. SBAC, I-Ready, and INSPECT assessment results reviewed with parents during learning plan meetings and used to establish individual math goals. Learning plan meetings for homeschool students are held every twenty days.	Director of Instructional Support Start Date: July, 2014	CST Reports Learning Plans Inspect data reports	See above	
C. MTSS Data Days implemented 3X per year at academies and with homeschool staff. CST results analyzed with MTSS team, intervention groups identified and	Updated/Reviewed annually in June	Data forms Learning Plans	See above	

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup :	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
C. (continued) personalized learning plans created based on MTSS pyramid of interventions. Results communicated to parents and interventions are implemented collaboratively between staff and parents.				
D. School progress is reported annually in the School Accountability Report Card posted on the district web site	Senior Director of Pupil Services Director of Instructional Support Start Date: September, 2014 Updated/Reviewed annually in June	Website Report Card	See above	
E. Staff, parents, and community members meet quarterly for SSC. SSC group members will meet at the Administrative Office. (See “District Profile” for detail.)	Asst. Sup., Business and Ops Data Analyst Start Date: September, 2014 Updated/Reviewed annually in June	Agenda Master Calendar	No additional cost	
F. Parent certification program, SPREE and Pechanga. Parent certification program, SPREE events and Annual Curriculum Conference at Pechanga The Parent certification program training for homeschool parents to develop them as educators. The Parent Certification Program offers classes and workshops at local academies and online. Course topics include Planning Instruction, Brain Based Learning and Connecting Assessment and Instruction.	Asst. Sup., Business and Ops Start Date: September, 2014 Updated/Reviewed annually in June	Master Calendar Program overview Flyers	See above	
G. Student Parent Regional Education Event (SPREE)—a series of workshops developed for homeschool parents. The workshops focus on best instructional practices and are offered twice annually in regional locations. Annual Curriculum Conference at Pechanga— a series of workshops developed for homeschool parents and Education Specialists	Asst. Sup., Business and Ops Start Date: September, 2014 Updated/Reviewed annually in June	Master Calendar Program overview Flyers	See above	

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
H. Math Path Parent Workshops—A minimum of one per semester is required. Topics: <ul style="list-style-type: none"> Using assessment to drive instruction Understanding student assessment results Teaching strategies Develop conceptual understanding 	Asst. Sup., Personalized Learning Asst. Sup., Business and Ops Start Date: September, 2014 Updated/Reviewed annually in June	Workshop/program description Sign in sheets	See above	
7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):				
A. Bridge Program for incoming eighth grade student	Director of Guidance Department Start Date: September, 2014 Updated/Reviewed annually in June	Workshop description Sign in sheet Flyer	\$3,000	General Fund
B. Parent Nights with academic focus at academies a minimum of twice per year.	Asst. Sup., Academies Start Date: September, 2014 Updated/Reviewed annually in June	Sign in sheet Flyer	No additional cost	
C. Fall & Spring Parent-Teacher Conferences	Asst. Sup., Academies Start Date: September, 2014 Updated/Reviewed annually in June	Sign in sheet Flyer	No additional cost	
D. Parent education opportunities provided parent certification, SPREE, and summer conference.	Director of Instructional Support Start Date: September, 2014 Updated/Reviewed annually in June	Sign in sheet Flyer	See above	
8. Monitoring program effectiveness				
A. AIMM <ul style="list-style-type: none"> Implement a system of analyzing data, identifying needs and supporting classroom teachers and parents. Monitor and support school wide and site-based math SMART goals Review and analyze assessment results including mastery quizzes, milestones and CST SBAC and use the data to tailor instruction and personalize learning. 	Asst. Sup., Academies Start Date: September, 2014 Updated/Reviewed annually in July	AIMM reports AIMM observation forms AIMM site visitation calendar Focus group reports Assessment data/reports Survey results Academy summary sheets	See above	

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
<p>A. AIMM (continued)</p> <ul style="list-style-type: none"> • Academy monitors complete summary sheets reporting findings of visit findings to site director, academy mentor, and the AGB. • Homeschool Monitors will collect data from Math Path parents regarding their adherence to the instructional recommendations. • Twice a year (in early fall and early spring), a short survey will be sent to teachers and parents to collect their input on the implementation of the mathematics program. Data collected will guide mentors to better support parents and teachers. In addition, a short survey will be given at the end of the school year to teachers and parents who were supported directly by the AIMM team. This survey will help us guide future development of the AIMM program. • Monitors will report this data in a consistent format and make recommendations for support needs to Mentors. • Report results to Empire Springs' Alternative Governance Board (AGB). AGB- Becomes a sub-committee by formal Board action and approval for one or two year appointment. The AGB subcommittee is only advisory to the Superintendent and Board. Board is Established by LEA- Board may include district leaders, outside experts, parents etc. • Reports- The AGB first reports its recommendations to the Superintendent. Recommendations could include meeting minutes, a report on the priorities, where the gaps are, if any, or suggestions for improvement to the Superintendent that will be presented to the Governing Board. • The Governing Board, using the AGB recommendations, directs or redirects the Superintendent to make the necessary changes to improve student achievement results. 				

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
<p>A. AIMM (continued)</p> <ul style="list-style-type: none"> • AIMM- In compliance with Empire Spring's Alternative Governance Board (AGB), ESCS will implement a system of analyzing data, identifying needs and supporting classroom teachers and homeschool parents. • There are three key components of this AIMM program: <ol style="list-style-type: none"> 1) To provide accountability oversight and mentoring to both instructional leadership and faculty at each ESCS academy 2) To ensure accountability and provide mentoring for homeschool ESs and homeschool parents 3) To meet the requirements of ASEA as an identified program improvement school. <p>Support is intended to improve student academic achievement in order to make adequate yearly progress, with the specific goal of getting out of program improvement.</p>				
<p>B. Increase the percentage of K-8th grade students scoring proficient or advanced on school-wide standards- based assessments in English-Language Arts/Literacy and mathematics across all significant subgroups. (LCAP)</p> <p>Enhance the use of ST Math, I-Ready and other online programs to personalization learning and provide necessary support in math and English-language arts/literacy.</p> <p>Increase percentage of 3rd-8th grade students scoring proficient or advanced on CAASPP.</p>	<p>Asst. Sup., Personalized Learning Asst. Sup., Academies Start Date: July, 2014</p>	<p>Assessment results Online participation</p>	<p>See above</p>	
<p>F. Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices. (LCAP) Use CAASPP baseline data (once available) as a measure of student achievement by individual, school-wide, significant</p>	<p>Asst. Sup., Personalized Learning Asst. Sup., Academies Start Date: July, 2014</p>	<p>Assessment results</p>	<p>See above ELA</p>	

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
F. (continued) subgroup (White, Hispanic, English Learner, Students with Disabilities, Socio-Economically Disadvantaged), and teacher. Other measurable assessments will include research-proven diagnostic, end-of-course, and benchmark exams. Each year review all assessment vehicles to ensure quality and consistency of data. (LCAP)				
9.Targeting services and programs to lowest-performing student groups				
A. Math Path Implementation <ul style="list-style-type: none"> • Students performing at lowest two levels, or otherwise identified as low performing, will be placed in the Math Path. • Student will use CA standards aligned curriculum with supporting material • Supplementary material provided for these groups (online and print based) • Intervention curricula provided including i-Ready online instruction (curriculum designed to focus on key foundational skills and Moving with Math) • Daily lesson plans were developed for homeschool parents including intervention time built into the daily plan. Lesson implementation is monitored by the Education Specialist at the learning plan meeting (every 20 days) and documented on the learning plan. • Academy teachers will follow the Math Path plan including teaching the components of the math path. Academy directors monitor implementation through regular walk-throughs and formal observations. Lesson Plans are reviewed weekly by directors. Lesson Plans are posted on Moodle. • AIMM monitors review lesson plans during regularly scheduled visits (based on predetermined level of need) and document findings on the AIMM Observation Form. 	Asst. Sup., Personalized Learning Homeschool Directors Asst. Sup., Academies Date: June, 2014 Updated/Reviewed annually in July	AIMM reports AIMM observation forms AIMM site visitation calendar Focus group reports	No additional costs; TOSAs re-assigned ST Math adoption – see above	

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
<p>A. Math Path Implementation (continued)</p> <ul style="list-style-type: none"> • Catch up planners are developed and implemented for students below grade level. Education Specialists and AIMM monitors review/monitor implementation of the Catch-Up Planners (monthly). Students who do not demonstrate adequate progress will be required to fulfill additional requirements including regular proctored assessments, narrowed choice in curriculum and may be required to attend math class at an academy. • Intervention/enrichment included in the master schedule at each academy to support intensive, strategic, benchmark and advanced students in targeted instructional areas. • Math Path classes offered for homeschool students • Support plan for students not progressing adequately in the Math Path • Implement ST Math in academy setting and for Math Path Enrichment classes. 				
<p>B. Contract to develop instructional strategies for English Language Development to facilitate increased student achievement</p>	<p>Asst. Sup., Personalized Learning Start Date: October, 2014</p>	<p>Contract</p>	<p>See above</p>	
<p>10. Any additional services tied to student academic needs</p>				
<p>A. Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, A-G approved coursework and sequence, and improving EAP passing rates (exemptions). (LCAP) To increase career-readiness, the charter will further develop course offerings in the areas of Career-Technical Education (CTE) and internships. The goal is to maximize CTE pathway offerings and increase internship participation among our high school students.</p> <p>To increase college readiness, the charter will increase concurrent/dual enrollment services to all interested high school students with local community colleges where the students will study on campus, while receiving both college and high school credits. Increase counseling services.</p>	<p>Asst. Sup., Academies Start Date: July, 2014</p>	<p>Successful completion of coursework Credentialing</p>	<p>See above</p>	

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
A (continued) Implement the newly-approved CSU Expository Reading and Writing (ERWC) for grades 11 and 12. Ensure teachers are credentialed in content areas, per independent study guidelines.				
B. Improve student safety and school culture. (LCAP) Facility security and maintenance will be prioritized through the internal evaluation system with all facilities being 100% complaint (level 3 security) by 2017.	Asst. Sup., IT & Facilities Start Date: July, 2014	Facility safety rubric	See above	
C. Continue to support parent choice and personalized learning. (LCAP) Increase instructional (flex) funds for Homeschool families in July 2014.	Superintendent Start Date: inception	Flex fund use	See above	

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.*

SCHOOL GOAL #2.(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)	
<u>2A</u> Increase the percent of limited-English-proficient students scoring Proficient or Advanced in grades 2-11 to 6% on the ELA CST	
<u>2B</u> Increase the percent of limited-English-proficient students scoring Proficient or Advanced in grades 2-11 to 6% on the Math CST	
Grade levels to participate in this goal: Third through eleventh	Anticipated annual performance growth: Increase the percent of limited-English-proficient students scoring Proficient or Advanced in grades 2-11 on the ELA CST (based on Key Data Systems report)
Means of evaluating progress toward this goal: SBAC results on the math portion of CAASPP tests.	Data to be collected to measure academic gains: SBAC performance levels for each grade third through eleven

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

	Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
Required Activities	1. The programs and activities to be developed, implemented, and administered and how the SSD will use the these funds to meet all annual measurable achievement objectives described in Section 3122				
	<p>A. All pupils are grouped according to their CELDT designations and receive uninterrupted ELD instruction every day: K-12 for 30 minutes.</p> <p>All staff is CLAD or BCLAD certified</p> <p>ELL Coordinators provides monthly staff development for specific sites with high ELL population. Staff development includes using best practices for ELD instruction and aligning ELD Standards to core standards.</p>	<p>Asst. Sup., Academies Date: July, 2014 Updated/Reviewed annually in July</p>	<p>Master schedule Moodle ELL Resources course</p>	<p>\$10,000</p>	<p>General Fund</p>
	<p>B. Use two part-time ELL Coordinators</p>	<p>Superintendent Date: July, 2014 Updated/Reviewed annually in July</p>	<p>Pacing guides with ELL correlations</p>	<p>No additional cost</p>	
	<p>C. Use new framework developed by CDE.</p>	<p>ELL Coordinators Date: August, 2014 Updated/Reviewed annually in July</p>	<p>Moodle Agendas Lesson plans</p>	<p>No additional cost</p>	
	<p>D. Share and develop effective strategies and instructional practices</p>	<p>Asst. Sup., Personalized Learning ELL Coordinators Date: August, 2014 Updated/Reviewed annually in July</p>	<p>Agendas</p>	<p>See above PLCs</p>	
	<p>E. All teachers will be CLAD certified</p>	<p>Asst. Sup., Human Resources Date: August, 2014 Updated/Reviewed annually in July</p>	<p>Personnel files Credentialing</p>	<p>No additional cost</p>	

	Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
Required Activities	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 ELL students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1) 				
	A. Teachers, with support of school administration and the ELL Coordinators, will develop a personalized plan for each student.	ELL Coordinators Date: August, 2014 Updated/Reviewed yearly	Lesson plans Learning plans	See above PLCs	
	B. SSD will use CELDT and SBAC scores benchmark assessments and mastery quizzes to measure student progress and create individual lesson plans.	Asst. Sup., Business and Ops ELL Coordinators Date: August, 2014 Updated/Reviewed yearly	CELDT Tests Inspect summary report	No additional cost	
	C. SSD meet regularly to examine assessment data and discuss student progress, and adjust lessons to assist students in developing English proficiency.	ELL Coordinators Date: August, 2014 Updated/Reviewed yearly	Lesson plans Moodle Data reports	No additional cost	
	D. Teacher lesson plans will include specific plans for ELD. Administrators including AIMM monitors will monitor lesson plans and provide feedback through informal discussions and formal observation/evaluation process.	Asst. Sup., Academies Date: July, 2014 Updated/Reviewed yearly	Lesson plans Moodle AIMM observation forms	No additional cost	
	E. Student proficiency of state academic standards will be measured annually on the SBAC portion of the CAASPP	ELL Coordinators Date: August, 2014 Updated/Reviewed yearly	SBAC Results	No additional cost	
	3. How the SSD will promote parental and community participation in ELL programs				
	A. The school operates an ELAC that includes parent and community representatives. ELAC meets twice per year.	Asst. Sup., Academies Date: July, 2014 Updated/Reviewed yearly	Agenda Master Calendar	No additional cost	
	B. SSD will notify parents of their student's progress.	ELL Coordinators Date: August, 2014 Updated/Reviewed yearly	INSPECT/OARS Summary Reports	See above OARS cost	
	C. SSD will host annual parent events	Asst. Sup., Academies Date: July, 2014 Updated/Reviewed yearly	Sign-in sheets	\$1,000	General fund

Required Activities	Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source	
	4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)). The effectiveness of the ELL programs will be determined by the increase in: <ul style="list-style-type: none"> • English proficiency • Academic achievement in the core academic subjects 					
	A. All teachers will be CLAD certified.	Director of Human Resources Date: July, 2014 Updated/Reviewed annually in August	Credentialing	No additional cost		
	B. State adopted /aligned ELD materials will be used to supplement core curricula	ELL Coordinators Date: August, 2014 Updated/Reviewed annually in August	Moodle Lesson plans Learning Plans AIMM Observation Forms	\$10,000 depending upon EL enrollment	General Fund	
	C. Performance of EL students will be measured using the CELDT and CST SBAC scores.	ELL Coordinators Date: August, 2014 Updated/Reviewed annually in July	CELDT and SBAC scores	No additional cost		
D. Teachers are expected to implement best practices for ELs in all subjects. Implementation is monitored as part of the AIMM process by the AIMM monitor. The monitor completes regularly scheduled site visits based on a pre-determined level of site need. Monitor observes teachers and reviews lesson plans for evidence of implementing best practices for ELs. Homeschool monitors review achievement data and learning plans.	Asst. Sup., Academies Start Date: September, 2014 Updated/Reviewed annually in July	Moodle Lesson plans Learning Plans AIMM Observation Forms	No additional cost			

	Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
Required Activities	5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel: a. designed to improve the instruction and assessment of ELL 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				
	A. SSD will provide staff development designed to improve teacher ability to implement standards based instruction for ELL students.	ELL Coordinators Date: August, 2014 Updated/Reviewed yearly	Development sign-in sheets Presentations	No additional cost	
	B. All teachers will be given CELDT and SBAC scores for the students in their room to assist them in understanding the ability level and development of their students	ELL Coordinators Date: August, 2014 Updated/Reviewed yearly	Professional Development Plan Assessment data/reports	No additional cost	
	6. Upgrade to program objectives and effective instructional strategies, if applicable				
	A. Training for teachers in best practices for ELL students. ELL Coordinators provides monthly staff development. Staff development includes using best practices for ELD instruction and aligning ELD Standards to core standards.	Asst. Sup., Academies ELL Coordinators Date: August, 2014 Updated/Reviewed yearly	Professional Development Moodle	No additional cost	
	B. All teachers will be given CELDT and SBAC scores for the students in their room to assist them in understanding the ability level and development of their students.	Asst. Sup., Academies ELL Coordinators Date: August, 2014 Updated/Reviewed yearly	Development sign-in sheets Presentations	No additional cost	
	7. Any: a. tutorials and academic or vocational education for ELL students and/or b. intensified instruction				
	A. Tutoring available at academies for students to attend on home study days	Asst. Sup., Academies Date: July, 2014 Updated/Reviewed yearly	Master Schedule	\$5,000	General Fund
	B. Add Intervention/Enrichment Schedule during the regular school day. The schedule will provide opportunities to support intensive, strategic, benchmark and advanced students in targeted instructional areas.	Asst. Sup., Academies Date: July, 2014 Updated/Reviewed yearly	Master Schedule	No additional cost	

Required Activities	Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup :	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source	
	8. How programs for English Learners are coordinated with other relevant programs and services					
	A. ELL Coordinators arranges services for students	ELL Coordinators Date: August, 2014 Updated/Reviewed yearly		See above		
	9. Any other activities designed to improve the English proficiency and academic achievement of ELL children					
	A. Implementation of Power Tools: Fifteen effective literacy strategies to build independent learners and increase comprehension	Asst. Sup., Personalized Learning Date: August, 2014 Updated/Reviewed yearly	Moodle Lesson plans Staff Development	No additional cost		
	10. Community participation programs, family literacy services, and parent outreach and training activities provided to ELL children and their families – a. To improve English language skills of ELL children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children					
	A. Monthly individual learning plan meetings involving student, parent and teacher	Homeschool Directors ELL Coordinators Date: August, 2014 Updated/Reviewed yearly	Learning plans Program Attendance Program Description	No additional cost		
	B. Parent certification classes	Homeschool Directors ELL Coordinators Date: August, 2014 Updated/Reviewed yearly	Learning plans Program Attendance Program Description	No additional cost		
	C. Parent Nights with academic focus at academies a minimum of twice per year	Homeschool Directors ELL Coordinators Date: August, 2014 Updated/Reviewed yearly	Learning plans Program Attendance Program Description	No additional cost		
	D. Parents are notified by letter in the fall of their child's ELL level based upon CELDT results.	Asst. Sup., Business and Ops Date: August, 2014 Updated/Reviewed yearly	Parent Letter	See above		

	Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
Required Activities	11. Efforts to improve the instruction of ELL children by providing for – 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				
	A. Online access to ELD educational resources and instructional material	ELL Coordinators Date: August, 2014 Updated/Reviewed yearly	Moodle Lesson Plans	See above	
	B. Incorporating instructional materials to support ELL students into curricula	ELL Coordinators Date: August, 2014 Updated/Reviewed yearly	Moodle Lesson Plans	No additional cost	
	C. Access to online language development programs	Asst. Sup., Business and Ops Date: August, 2014 Updated/Reviewed yearly	Bookmart purchases	\$5,000	General Fund
	12. Other activities consistent with Title III or EIA/ELL funds				
N/A					

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	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
Required Activities	1. SSD informs the parent/s of an ELL student of each of the following (per Sec. 3302 of NCLB):				
	A. Reasons for the identification of their child as ELL and in need of placement in a language instruction educational program. This is done via letter in Home Language each year after CELDT is administered.	Asst. Sup., Business and Ops, District Assessment Coordinator and ELD Coordinators	SBAC test results, CELDT test results, parent brochure, English Learner Master Plan and exit requirements	\$10,000	General fund
	B. Child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement. CELDT results are given to parents each year in their Home Language. The method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction. Each parent is given an ESCS specific pamphlet about EL and what ELD is for their child based on CELDT scores.	Asst. Sup., Business and Ops, District Assessment Coordinator and ELD Coordinators	SBAC test results, CELDT test results, parent brochure, English Learner Master Plan and exit requirements	See above	
	C. The method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction. Each parent is given an ESCS specific pamphlet about EL and what ELD is for their child based on CELDT scores.	Asst. Sup., Business and Ops, District Assessment Coordinator and ELD Coordinators	SBAC test results, CELDT test results, parent brochure, English Learner Master Plan and exit requirements	See above	

	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	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
Required Activities	D. How the program in which their child is, or will be participating will meet the educational strengths and needs of the child. The guide refers to our locally-approved English Learner Master Plan where all EL/ELD are specifically outlined.	Asst. Sup., Business and Ops, District Assessment Coordinator and ELD Coordinators	SBAC test results, CELDT test results, parent brochure, English Learner Master Plan and exit requirements	See above	
	E. How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation. See above – English Learner Master Plan.	Asst. Sup., Business and Ops, District Assessment Coordinator and ELD Coordinators	SBAC test results, CELDT test results, parent brochure, English Learner Master Plan and exit requirements	See above	
	F. The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools. The English Learner Master Plan specifically outlines the six step process for exiting EL	Asst. Sup., Business and Ops, District Assessment Coordinator and ELD Coordinators	SBAC test results, CELDT test results, parent brochure, English Learner Master Plan and exit requirements	See above	
	G In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child via the IEP.	RSP teacher/IEP Team	SBAC test results, CELDT test results, parent brochure, English Learner Master Plan and exit requirements	See above	

	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	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
Required Activities	<p>G. Information pertaining to parental rights that includes written guidance detailing:</p> <ul style="list-style-type: none"> • The right that parents have to have their child immediately removed from such program upon their request • The options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available • The SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD • All of this is provided in the parent brochure via a link to the English Learner Master Plan 	<p>Asst. Sup., Business and Ops, District Assessment Coordinator and ELD Coordinators</p>	<p>Copy of mailing</p>	<p>See above</p>	
	<p>H. Empire Springs Charter School's organizational structure identifies one teacher of record (ES) for each student. In the homeschooling community, the ES is the primary point of contact for all school communications to the family. The homeschool ES and family communicate regularly via telephone and email and meet face-to-face at least once every 20 academic days. At academy programs, students are also assigned to a teacher of record, additionally there is an academy Principal on site at all times who is available to answer any questions parents may have or to provide parents with information regarding their child's academic and behavioral performance.</p>	<p>Asst. Sup., Business and Ops Date: August, 2014 Updated/Reviewed yearly</p>	<p>Parent Correspondence Learning plans Moodle</p>	<p>No additional cost</p>	

	Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
Required Activities	<p>H. (continued) Each family is given personal attention. This includes notification of a student's need for intervention strategies. All parents are constantly kept informed of the status of their child's education successes and challenges and are integral parts of the educational plan for their child. Parents are informed of their child's need for support services verbally, face-to-face, prior to obtaining official documentation via the mail. Included in the official, mailed document, are the parent's rights and options pertaining to the suggested intervention.</p>				
	<p><i>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.</i></p>				
	<p>2. Description of how the LEA is meeting or plans to meet this requirement</p>				
	<p>The process for intervening with the student and communicating with the family is as follows:</p>				
	<p>A. ESCS administers the CELDT test to all ELL students within the first 30 days of their enrollment and annually within the first 30 days of the start of school (annual measurements). Results of these tests are provided to the parents in English and Spanish. Appointments are then made with the parents to discuss curricular and programmatic choices for the student to best place them in environments that support their academic success.</p>	<p>Director of Pupil Service Director of Special Education Start Date: August, 2014 Updated/Reviewed yearly</p>	<p>Learning Plans MTSS Documentation</p>	<p>No additional cost</p>	
	<p>B. ESCS provides homeschool and academy options. All of our programs are based on the parent choice and personalized learning approach that requires a partnership between the teacher, student and parent. Parents are informed, when their child has been identified as needing additional support that there are other options outside of ESCS. Our focus is to help the parent select the best learning environment for their child, whether it is our program, returning to a school, or educational options such as private school, etc.</p>	<p>Director of Pupil Service Director of Special Education Start Date: August, 2014 Updated/Reviewed yearly</p>	<p>Intake documents</p>	<p>No additional cost</p>	

	Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
Required Activities	C. ELs are provided appropriate curriculum based on CELDT level and personalized goals/plans are developed for each student. All teachers are CLAD certified and will use best instructional practices for ELs.	EL Coordinators Start date: July 2014	Personalized learning plans	See above	
	D. The ELL Coordinators collaborates with teachers to ensure that each EL has appropriate curriculum and support and that the teacher understands the CELDT level and needs of each student.	EL Coordinators Start date: July 2014	Personalized learning plans	See above	
	E. Teachers who note that ELL students are struggling/not making adequate progress will initiate the MTSS process. Academic Achievement Advisors assist the ESs responsible for the education of students in developing a personalized education plan, within 30 days of need assessment designed to help the student overcome any learning challenges, modify any disruptive behaviors, or identify academic intervention plans. Parent are informed of the MTSS action and are invited to attend planning sessions, if desired.	Asst. Sup., Personalized Learning MTSS Coordinator(s) Start Date: July 2014	MTSS meeting notes	\$5,000	General Fund
	F. MTSS student progress is monitored by the MTSS team. Students needing additional support beyond Tier II, are referred to a Student Support Team (SST) which includes additional staff resources and the child's parents and provides a personalized education plan with stronger and more frequent oversight.	Asst. Sup., Personalized Learning MTSS Coordinator(s) Start Date: July 2014	MTSS meeting notes	See above	

Plans to Provide Services for Immigrants:

ESCS will provide all services to immigrants in the exact same manner that is specified for English Learners above. ESCS will additionally provide immigrants with any specific resources needed as identified through their personalized learning plan or counselor/teacher/principal/RSP/MTSS Coordinator recommendation.

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
<ul style="list-style-type: none"> • All teachers have successfully completed the NCLB requirements to be classified as “highly qualified.” • All teachers are fully credentialed and teaching in their subject area. • One hundred percent of our teachers are CLAD certified. • Beginning teachers participate in the <i>BTSA</i> induction program. • Most leadership team members completed the AB 75 principal training program. • Provide staff development 3-5 times per year on such topics as learning styles, educational philosophies, high school to college transition/high school to workplace transition, personalizing learning, brain rules, and developing Independent learners. • Teachers and paraprofessionals receive in-service on all newly adopted text programs including ST math program • Build teaching capacity of homeschooling parents through parent certification in-services and other parent workshops. 	<ul style="list-style-type: none"> • Maintaining truly expert staff for small high schools is a challenge especially for math and science. • Through the leadership explore math intervention programs. Adopt and implement math intervention program and schedule appropriate and adequate staff in-service • Continue to provide ongoing training on the newly adopted math program and math path • Provide release time for peer observation and collaboration in order to improve teaching practices • Through skilled Support Providers, build capacity and understanding of the California Common Core Standards and prepare for the transition to CC • Provide professional development to administrators to enable them to provide a culture of support for new teachers and continued growth for experienced educators. • Need to improve quality and consistency of ELD instruction. • Improve math instruction including use of centers and direct interactive instruction.

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

SCHOOL GOAL #3. All students throughout the SSD will be taught by highly qualified teachers as measured by successful completion of all NCLB requirements.

All teachers are currently highly qualified. Our goal is to continue to hire highly qualified teachers as measured by successful completion of all EAEA requirements and provide high-quality professional development.

Student groups and grade levels to participate in this goal:

All students in grades K-12 school-wide including English Learners, Hispanic, and Socio-economically disadvantaged pupil groups.

Anticipated annual performance growth for each group:

All teachers and paraprofessionals meet or exceed the minimum requirements of EAEA and are considered "Highly Qualified." In addition all teachers have their CLAD certificate or clearance to teach English Learners in California.
Continue to provide relevant, research based, and effective staff development to strengthen teachers' instructional skills.

Means of evaluating progress toward this goal:

Teacher Credentials and transcripts from college.

Data to be collected to measure academic gains:

Documentation of Professional Growth courses taken.
SARC

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
All mentioned above, plus: 1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:				
A. New Teachers: Our district is a member of the BTSA consortium. With the ongoing guidance of a highly trained Support Provider, new teachers continually improve their skills through evidenced-based formative assessment activities. The consortium professional development activities align with <ul style="list-style-type: none"> • California's Learning to Teach Continuum and the K-12 challenging academic content standards and student academic achievement standards • The <i>California Standards for the Teaching Profession</i>; • content and pedagogy of the Standards of Quality and Effectiveness for Teacher Preparation Programs (Pre Intern and Intern) • Content and pedagogy of the Standards of Quality and Effectiveness for Teacher Induction Programs (BTSA) • A standards-based, systematic approach to teaching, including a focus on assessment, the link between instruction and student performance and the use of state-adopted materials and the standards of high quality professional development. 	Asst. Sup, Human Resources Asst. Sup., Business and Ops Asst. Sup., Personalized Learning Superintendent Date: August, 2014 Updated/Reviewed yearly in August	Moodle PLC Data forms SMART goals Agenda CST Results BTSA	BTSA subsidized	
B. Veteran Teachers: Provide professional development on using student assessment data and work samples to ensure quality instruction for all students at all levels.	Asst. Sup., Personalized Learning, Director of Instructional Support Date: August, 2014 Updated/Reviewed yearly in August	Through PLCs and added training days	\$55,000	
C. Ongoing High-Quality Professional Development for all teachers <ul style="list-style-type: none"> • Each year the district will use state and local student assessment data to identify areas of needed improvement and create professional learning goals for all staff. 	Asst. Sup., Personalized Learning, Director of Instructional Support Date: August, 2014	Through PLCs and added training days	See above and already occurring staff development days	General Fund

Please provide a description of:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
<p>C. (continued)</p> <ul style="list-style-type: none"> Teachers will be provided opportunities to become thoroughly familiar with their grade-level student content standards and with multiple strategies for teaching them. Teams of teachers will examine student work for evidence of standards mastery and will share effective strategies to address learning needs of non –achieving students. PLCs set SMART goals based on assessment data Direct Interactive Instruction training and support Professional growth activities that include: differentiated instruction, personalized learning, strategies for implementing the standards based EL curriculum, Direct Interactive Instruction training and support, high quality math instruction strategies, data analysis and using OARs platform to provide data driven decisions, developing independent learners (Power Tools) Administrators will be participating in PLC training, Management Walk-through training, using data to improve instruction, Direct Interactive Instruction 	Updated/Reviewed yearly in August			
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement</p>				
<p>A. Training on effective implementation strategies for the use of scientifically research based curricula. The activities of BTSA support opportunities for all students to learn through advancing scientifically based research on teacher quality. New teacher professional development provides specific, curriculum-focused and reform-centered professional development integral to effective instruction. The application of this new knowledge to classroom practice is accomplished through the collegial support of a veteran teacher (called Support Provider) and guided through a structured formative assessment process. According to Hattie (2009) the underlying principles of Direct Instruction place it among the most successful outcomes.</p>	<p>Asst. Sup., Academies Asst. Sup., Business and Ops Asst. Sup., Personalized Learning Superintendent Sr. Director of Human Resources Date: August, 2014 Updated/Reviewed yearly in August</p>	<p>Professional Development Plan Agenda BTSA enrollment</p>	<p>BTSA, see above and already- developed PLC days</p>	
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students</p>				
<p>A. New Teachers</p>	<p>Sr. Director of Human Resources</p>	<p>Inspect summary report SMART goals</p>	<p>BTSA, see above and</p>	

Please provide a description of:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
<p>A. (continued)</p> <ul style="list-style-type: none"> All beginning teachers and Support Providers receive training opportunities to learn intervention strategies and to provide differentiated instruction to students who are identified as not proficient on state assessments. Use of data driven research for strategies to close the achievement gap. Induction program standards require teachers to analyze student work and investigate the link between instructional planning, instructional strategies, and student outcomes. 	<p>Asst. Sup., Business and Ops Asst. Sup., Personalized Learning Date: August, 2014 Updated/Reviewed yearly in August</p>	<p>Observation forms Data forms PLC agenda</p>	<p>already-developed PLC days</p>	
<p>B. All Teachers</p> <ul style="list-style-type: none"> Teachers, grade levels, and school-wide/district SMART goals will be developed and measured through collaboration and evaluation. All teachers offered opportunities to learn intervention strategies and to provide differentiated instruction to students who are identified as not proficient on state assessments. Developed to implement direct interactive instruction 	<p>Asst. Sup., Academies Date: July 2014</p>	<p>SMART goals PLCs</p>	<p>See above</p>	
<p>C Principals</p> <ul style="list-style-type: none"> Principals will review all student achievement data with the teachers to identify struggling students. Appropriate intervention strategies developed. Principals support teachers in classroom management techniques to ensure that interventions are successful and instructional time is maximized. Principals support implementation of direct interactive instruction through classroom observation, walk-throughs and staff development Part of the AIMM process is to pair an AIMM mentor with each academy director. The AIMM mentor and director determine the needs of the staff including specific professional development required for individual teachers or the academy as a whole. Mentors ensure that appropriate professional development is provided. Monitors share observations with mentors and directors. These observations provide evidence for the professional development needs at the sites 	<p>Asst. Sup., Academies Date: August, 2014 Updated/Reviewed yearly in August</p>	<p>Principal Meetings SMART goals</p>	<p>No additional cost</p>	

Please provide a description of:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs				
<p>A. Built into the Learning to Teach Continuum are requirements to link pre-service, teacher preparation, induction and ongoing professional growth. Lines of communication provide multiple opportunities to maximize resources among universities, districts, and County Offices of Education.</p> <p>Activities will help teachers to integrate standards-based curriculum, instructional practice, assessment, classroom management, and partnerships with families and the community. All activities will be evaluated in terms of increased numbers of students reaching grade level standards.</p> <p>Professional development activities are based upon analysis of pupil academic data and staff needs. The primary goal of our professional growth effort is to provide scientifically research based activities that promote student success on grade level standards. The SSD will coordinate all professional development activities to effectively meet that goal and to abide by the requirements of all federal, state and local grants and programs</p> <p>Some state and local funds are available to implement the Learning to Teach Continuum. If used, Title II funds will be used to enhance, not supplant, existing state and local programs.</p>	<p>Sr. Director of Human Resources Asst. Sup., Business and Ops Asst. Sup., Personalized Learning Date: August, 2014 Updated/Reviewed yearly in August</p>	<p>Professional Development Plan</p>	<p>\$20,000</p>	<p>General Fund</p>
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met				
<p>A. Additional support for fully credentialed teachers needing to meet demonstrated subject matter competency; including those teachers needing to take the state subject matter examinations.</p> <p>High quality professional development for veteran teachers (Support Providers) seeking to assist new teachers. Emphasis will include peer coaching and training in understanding the <i>California Standards for the Teaching Profession</i>, the state-adopted K-12 student content standards, and performance levels for students. Once trained, these highly qualified Support Providers will be available to provide classroom coaching to provide feedback to ALL teachers as they practice new instructional strategies.</p>	<p>Sr. Director of Human Resources Asst. Sup., Business and Ops Asst. Sup., Personalized Learning Date: August, 2012 Updated/Reviewed yearly in August</p>	<p>Agendas Professional Development Plan AIMM Observation Form and reports</p>	<p>See above</p>	

Please provide a description of:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
<p>A. (continued)</p> <p>Teacher collaboration time will focus on review of student work, analysis of benchmark results and planning for revising/reviewing/re-teaching.</p> <p>Staff development days will focus on practicing core research-based practices outlined in state-adopted materials for reading and/or math.</p> <p>Professional growth activities will focus upon implementation of CDE approved standards based math adoption, math intervention program. All such professional growth activities will be researched based and aligned closely with the grade level standards.</p> <p>Common Core transition-The LEA has a three-year plan for transitioning to the Common Core. The first year, 2013-14, includes training the directors and school leadership. Directors and leadership team members will attend two Common Core trainings.</p>				
<p>B. Principals: Professional development activities will be based on individual Principal needs. These HQPD activities may include:</p> <ul style="list-style-type: none"> • Participating in classroom walk-through in pairs to observe Content standards and the CSTPs. • Communicating feedback to teachers for instructional improvement. • Additional training on specific walk-through observations focused on instruction for English language learners. • Working with AIMM mentor to reach SMART goals 	<p>Asst. Sup., Academies Date: August, 2012 Updated/Reviewed yearly in June</p>	<p>Principal Meeting Agendas Walk through documentation AIMM process docs</p>	<p>See above</p>	
<p>6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy</p>				
<p>A. Funds will be integrated to meet the professional development needs of our teachers for teacher quality and technology, and in accordance with the requirements of Title II.</p> <p>SSD continues to provide professional growth opportunities in the use of technology to support the academic program. Ongoing professional growth activities include in-service on OARS platform and other technology focused activities in accordance with our SSD Technology Plan.</p>	<p>Asst. Sup., Human Resources Asst. Sup., Personalized Learning Date: August, 2014 Updated/Reviewed yearly in June</p>	<p>Agenda</p>	<p>See above</p>	

Please provide a description of:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
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>A. SSD continues to increase and improve technology hardware and software to support the academic programs. Students and teachers have access to technology in every classroom including student and teacher computer stations and overhead projectors.</p> <ul style="list-style-type: none"> • SSD is increasing the number of smartboards available with the goal of putting a smartboard in every teachers' classroom. • Teachers will learn to use technology to manipulate and analyze data as a tool for improving student learning (INSPECT/OARS) • Teachers participating in state-approved Induction Programs must develop and provide evidence of competency in the use and delivery of comprehensive, specialized appropriate computer-based technology to facilitate the teaching and learning processes. Each participating teacher is a fluent, critical user of technology, able to provide a relevant education and to prepare his/her students to be life-long learners in an information-based, interactive society. • Purchased Chromebooks for students and teachers. • Technology plan addresses specific enhancements over the next five years. 	<p>Sr. Director of Human Resources Sr. Director of IT Date: August, 2014 Updated/Reviewed yearly</p>	<p>Moodle Inspect/OARs reports BTSA</p>	<p>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>A. The SSD Professional Development Committee will include teacher, administrator and classified representatives. The Committee will use reports of student assessment data and staff needs assessment data to develop goals for professional development. Activities will be directed toward instructional practices to narrow the achievement gap between high and low-performing groups of students. The Committee will monitor the impact of professional development and make necessary adjustments to the plan.</p>	<p>Sr. Director of Human Resources Asst. Sup., Academies Date: August, 2014 Updated/Reviewed yearly</p>		<p>No additional costs</p>	

Please provide a description of:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
9. How the SSD will provide training to enable teachers to:				
a). Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency				
<p>A. English Language Learners:</p> <ul style="list-style-type: none"> • Teachers will develop knowledge, skills and abilities to deliver comprehensive, specialized instruction for English learners. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. • SSD will provide ongoing teacher training regarding differentiated instructional strategies; direct interactive instruction, and effective use of standards based curriculum texts and materials, including the enrichment, EL, and remediation components of the text programs. Special education teachers and paraprofessionals will continue to participate in SELPA workshops. Special education and regular classroom teachers will meet regularly to collaborate on effective strategies to meet the needs of students with disabilities. • Staff Development Days will focus on practicing research-based practices used in standards-based materials in lowest achievement areas to address the special needs of students with disabilities, different learning styles, and limited English proficiency, gifted and talented. • AIMM mentors and monitors support implementation of curricula and best practices 	<p>Asst. Sup., Personalized Learning Asst. Sup., Academies Date: August, 2014 Updated/Reviewed yearly in August</p>	<p>Agendas Workshop flyers Professional Development Plan</p>	<p>See above and no additional cost</p>	
b). Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn				
<p>A. SSD will provide AIMM mentors to assist new and veteran teachers with classroom and behavior management</p>	<p>Asst. Sup., Academies Date: July 2014</p>	<p>AIMM Documentation (observation and summary forms)</p>	<p>See above</p>	
c) Involve parents in their child's education				
<p>A. Learning Plan meetings, Moodle, lesson plans, parent-teacher conference, site MOU</p>	<p>Asst. Sup., Academies;</p>	<p>Meeting notes Moodle MOUs</p>	<p>No additional cost</p>	

Please provide a description of:	Lead Person/ Timeline	Evidence	Estimated Cost/ Expenditures	Funding Source
	Asst. Sup., Personalized Learning Date: July 2014			
d) Understand and use data and assessments to improve classroom practice and student learning				
A. SSD will continue to provide in-service on effective use of OAR/INSPECT software for "Teacher Tools" and data analysis; Continue working with Key Data Systems to better understand pupil data and assessments to improve classroom practice and student learning. i-Ready used by teachers to diagnose and prescribe instruction particularly for those students in MTSS II.	Asst. Sup., Academies Asst. Sup., Personalized Learning Date: August, 2014 Updated/Reviewed yearly in August	Agendas	See above	
10. How the SSD will use funds under this subpart to meet the requirements of Section 1119				
A. SSD will use funds to provide teachers, paraprofessionals, principal with appropriate and adequate professional growth activities and support in accordance with the requirements of Section 1119.	Asst. Sup., Academies Date: August, 2014 Updated/Reviewed yearly in August	Agendas	See above	

Performance Goal 4 has been eliminated.

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"> • Intake process to assess and place students in an appropriate educational program • Guidance Department to take an active role in academic planning towards desired educational outcomes • Develop CTE offerings • Increase awareness of school to work options for at risk youth • Provide specific training for teachers who serve the at risk populations. • Establish real world academy to increase engagement and interest in school. • Establish advisory program to strengthen teacher-student connections. 	Grades 9-12	Sr. Director of Pupil Services Asst. Sup., Academies Date: August, 2014 Updated/Reviewed yearly	Comparative graduation data from disaggregate data by subgroups	General Fund
5.2 (Dropouts)	<ul style="list-style-type: none"> • Increase awareness of a high school independent study program as an alternative to traditional high school programs. • Establish advisory program to strengthen teacher-student connections. 	9-12	Sr. Director of Pupil Services Asst. Sup., Academies Date: August, 2014 Updated/Reviewed yearly	Comparative graduation data from disaggregate data by subgroups	General Fund

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.3 (Advanced Placement)	Develop AP course offerings Offer AP tests Support homeschool students enrolled in AP courses	9-12	Director, Instructional Support, Sr Dir, Pupil Services & Asst. Sup., Academies Date: August, 2014 Updated/Reviewed yearly	Comparative AP data from disaggregate data by subgroups	General Fund

Additional Mandatory Title I Descriptions

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

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt/ ; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).:	
	Description of how the SSD is meeting or plans to meet this requirement
<p>For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under-served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. 	<p>The charter is not a SWP, but a TAS. Please see TAS Description below. N/A</p>

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).:

	Description of how the SSD is meeting or plans to meet this requirement
<ul style="list-style-type: none"> • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	
<p>For targeted assistance programs (TAS), describe how the SSD will identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>Students who are failing or at risk of failing are identified through multiple measures including CAASPP, mastery quizzes and benchmark assessments (three per year).</p> <p>As a non-classroom based charter, students have the ability to extend learning time as much as needed. Teachers are also available before/after school or during office hours.</p> <p>All of our programs are push-in, therefore, eliminating the need to remove children from the regular classroom.</p> <p>All Title I students are taught by teachers who meet the highly qualified teacher requirements based NCLB.</p> <p>Each department/work class has specialized professional development opportunities throughout the year including but not limited to agendized department meetings, PLCs, and conferences.</p> <p>MTSS support staff, Academic Achievement Advisors (Administrators), teachers and Education Specialists are all involved in the process of identifying at risk students.</p> <p>Our mission is one of parent choice. Therefore, all parents are expected to be the primary educators of their child per our Annual Student Agreement. Therefore, parents are highly involved in the child’s educational program regardless of demographics.</p>

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).:

	Description of how the SSD is meeting or plans to meet this requirement
	<p>All instructional strategies are taught by instructional staff which includes the Assistant Superintendent of Personalized Learning, the Director of Instructional Support, department chairs and curriculum writers. The instructional strategies taught and practiced are grounded in scientifically-based research.</p> <p>Part of the process included developing a system of monitoring and mentoring (AIMM) to ensure teachers are using best instructional strategies (Direct Instruction) in the classroom.</p> <p>The AIMM mentors collaborate with academy directors to ensure appropriate professional development is provided for staff as needed (based on observations, student data and SMART goals).</p> <p>This team worked with ESCS Instructional Support to develop The Math Path which included consideration to extending learning time. The Math Path program extended math instruction time from 55 minutes to a minimum of 90 minutes daily. Additionally, additional time was built into the master schedules for intervention and enrichment. The Math Path program includes Catch Up plans for students who are below grade level.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.:</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>Students who are failing or at risk of failing are identified through multiple measures including CAASPP, mastery quizzes and benchmark assessments (three per year).</p> <p>MTSS support staff, Academic Achievement Advisors (Administrators), teachers and Education Specialists are all involved in the process of identifying at risk students.</p> <p>For TK-grade 2 students the charter uses teacher judgment, parent interviews, and developmentally appropriate measures to identify TAS services needed.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>All homeless students are automatically put in the MTSS Tier II process where they will have a team developing and monitoring their academic plan.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>N/A</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the SSD will take to obtain assistance if identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement. Note that the federal guidance indicates that in the case of direct-funded charter schools, the charter authorizer should play a role in providing this assistance	
	Description of how the SSD is meeting or plans to meet this requirement:
<p>If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>This Charter is not in PI.</p>

Please describe the actions the SSD will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.	
	Description of how the SSD is meeting or plans to meet this requirement:
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>N/A</p>
<p>Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>N/A</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the strategy the SSD will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."	
	Description of how the SSD is meeting or plans to meet this requirement:
Describe the SSD's strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	ESCS uses all of the funding allocations for staff development on direct teacher support and instruction via outside contractors. ESCS also participates in the BTSA program for first and second year teachers. Principals and other leadership staff are well-trained by Human Resources on recruitment, evaluation, retention, and coaching of credentialed staff. Each supervisor is also evaluated on their management skills during annual evaluations.
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.	ESCS is a parent choice school. As such, parents are partners in their child's education. Through homeschooling, hybrid programs, and academy programs, parents are an integral part of our educational system. Parents are made aware of this through the intake process/registration and choose a program based on their student's needs and time they can dedicate to the education of their children. We also have parent training programs across all programs. Some of these are very detailed (ie: homeschool) where the parents meet 5 times per year for class, take online courses, do elective coursework and actually receive certification as a "homeschooling parent."

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: <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.</p>	Coordination of educational services takes place through a multi-pronged approach. ELD, immigrant, and homeless students are automatically in the Tier II MTSS program where a student achievement advisor, general education teacher, and other necessary staff (ie: ELD coordinator) discuss the student's needs. Specialized Coordinators also work with classroom teachers to ensure lesson plans have instruction which supplements the other content areas to ensure no fragmentation. Students who have other needs (as listed) are also ensured no fragmentation through either the MTSS or IEP process.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The SSD will comply with the armed forces recruiter access provisions required by Section 9528.

TITLE I, PART A

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the SSD receives more than \$500,000 in Title I funds, it will allow one percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Develop the school plan pursuant to California *Education Code* Section 64001 and Section 1114 and undertake activities pursuant to Section 1115 so adequate yearly progress toward meeting the State student academic achievement standards is made.
16. Fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an SSD that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act.
20. Develop and implement plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001.

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform the school community of the SSD's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 concerning factors that have significantly affected student achievement at the school.
24. Ensure, through the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress the school to determine whether it is making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California *Education Code* Section 64001.
28. For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The SSD, hereby, assures that:

- The SSD will comply with Section 9501 (regarding participation by private school children and teachers).
- The SSD has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The SSD will assure compliance with the requirements of professional development as defined in Section 9101 (34).

TITLE II, PART D

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

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

- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any SSD that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any SSD that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

TITLE IV, PART A

45. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The SSD assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The SSD has a plan for keeping the school safe and drug-free that includes:

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

Dr. Kathleen Hermsmeyer
Print Name of Superintendent

Signature of Superintendent

1/7/15
Date

School Site Council Recommendations and Assurances

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: 9/24/2014.

Attested:

Dr. Kathleen Hermsmeyer
Typed name of school principal

Signature of school principal Date

Amy Podratz
Typed name of SSC chairperson

Signature of SSC chairperson Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

- 2.1. **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

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

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in Section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in Section 1119(c) and (d).)

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

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

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

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

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

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Burns	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D

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

APPENDIX F

Appendix F: Sample School and Student Performance Data Forms

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

See locally-developed tables above.