

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

Name of Local Educational Agency (LEA): Global Education Academy Middle School

County/District Code: 19647330128116

Dates of Plan Duration (should be five-year plan): January 9, 2014 to January 9, 2019

Date of Local Governing Board Approval: January 9, 2014

District Superintendent: Warren Sata

Address: 1374 W. 35th Street

City: Los Angeles Zip code: 90007

Phone: 323-680-8524 Fax: n/a

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.

Printed or typed name of Superintendent Date Signature of Superintendent

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

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Part I

Background and Overview

Background

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

Development Process for the LEA Plan

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Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 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 2005-2006, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). 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 ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by 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, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide 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, and the Categorical Program Monitoring

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

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

The Consolidated Application (ConApp)

The Consolidated Application 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 Consolidated Application 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 Consolidated Application 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 Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code*

Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's 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). LEA's 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.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and 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 services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

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. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify ***compliance*** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA 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.

In developing the Plan, the LEA 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 LEA 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 LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA 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. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components

- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are ***not*** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational 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?

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

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

✓	LEA 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		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
	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		Gifted and Talented Education
	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		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A		\$9,100	\$8,645	95%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality				
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe)				
TOTAL		\$9,100	\$8,645	95%

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				
State Migrant Education				
School and Library Improvement Block Grant				
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)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL				

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may

also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – District 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 LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

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

Global Education Academy Middle School is a public independent charter school licensed through the Los Angeles Unified School District. Located in South Central Los Angeles just 6 blocks west of the University of Southern California the first year start up school is dedicated to providing excellent educational opportunities for underserved youth.

With a vision of developing the next generation of global citizens, effective communicators and leaders, the school has a mission of narrowing the achievement gap, bridging the digital divide and preparing inner city underserved minority youth for success in high school, college and beyond. Founded on the premise that all students can achieve, the schooling system currently serves grades 6 and 7 enrolling approximately 80 students in the current year.

Originally founded as an Elementary School (Global Education Academy), the middle school recruits from the surrounding area for enrollments and has been able to enroll elementary students from its own schooling system. Serving approximately 84% Latino/Hispanic and 16% African American youth, Global Education Academy Middle School is also comprised of 65% ELL (reclassified and non-reclassified), is approximately 92.5% Title I eligible, and has a SPED population of 11-12% (mild to moderate).

As a schooling system who aims to serve all middle school students enrolled in our program we offer ELA, History, Math, and Science before noon, and ELD (55-75 minutes daily), PE and Arts offerings in the afternoons. Currently we offer a piloted after school program with approximately 25% of our school enrolling for subject tutoring and athletics from 3:45 to 4:30pm and 4:30 to 5:30pm respectively. On most Saturdays we also offer a piloted Saturday School program which offers subject matter tutoring primarily focusing on Math and English Language Arts from 8:00 to 10:00am.

Our parent groups have an active presence on campus organizing and leading education classes (e.g. health and fitness, and literacy), and fund raising (e.g. Yard Sales). In addition, parents play a meaningful role in the school through participating in the ELAC, CEAC, SAC and SSC committees, which meet monthly.

Global Education Academy Middle School is committed to having an active and meaningful community educational presence; we aim to pave the roads of tomorrow with success.

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

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

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

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

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

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

Global Education Academy Middle School utilizes the ONLINE ASSESSMENT REPORTING SYSTEM (OARS) system to implement four (4) academic benchmark assessments per year leading up to the state academic assessments. In our first year of operation, the school has just completed compiling data from its second assessment and will distribute comparative growth data to all stake holders in the learning community (e.g. teachers, students, parents/families).

Global Education Academy Middle School is currently doing an analysis of the data and, in particular, is looking for trends to identify ways in which we can clearly identify and support our Title I learners progress. Being in our first year, we do not yet have a complete bank of data from previous years testing or benchmarks, but are committed to formative and summative assessment and documentation that supports the best learning interests of our children.

In addition to identifying trends in the data to support Title I eligible children, we are looking into ways to support those struggling or “at risk” children; and have placed a priority on English Language Arts (e.g. in particular reading and writing) to ensure that all of our children are literate. This semester we aim to add the Accelerated Reading program for our youth to have in

place a program whereby students can read grade appropriate texts, be quizzed on their content and systematically have choices for books at subsequent levels available for them.

Name of Assessment Program: Online Assessment Reporting System (OARS).

Grades Served: 6 & 7.

Grades Enrolled: 6 & 7.

Subjects Assessed: English Language Arts, History, Math, Science.

Assessments Per Year: Four to Five (4-5).

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

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Global Education Academy Middle School aligns to the Common Core standards through a provision of instructional practice that allows for critical thinking, in depth investigation, inquiry, questioning, and problem solving. Global Education Academy Middle School will be relevant to Smarter Balance assessment to produce high quality outcomes.</p>	<p>All Instructional Personnel</p> <p>7/2013 – 6/2014</p>	<p>Teacher Salaries</p> <p>Pupil Support Salaries</p>	<p>\$219,100</p> <p>\$23,000</p>	<p>General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>Global Education Academy Middle School aligns its instructional materials and strategies to the Common Core and makes instruction relevant to the needs of diverse learners. In particular, we will utilize Glencoe-McGraw Hill instructional materials and employ strategies like SDAIE, SIOP, ELD, PBL's, and a middle school appropriate constructivist approach to student development.</p>	<p>Teachers</p> <p>7/2013 – 6/2014</p>	<p>Approved Textbooks & Core Curricula Materials</p>	<p>\$10,000</p>	<p>General Fund</p>

<p>3. Extended learning time:</p> <p>Global Education Academy Middle School utilizes one hour periods for core classes, two hour blocks for humanities and math/science, and also allows for additional practice time during an hour and fifteen minute elective period. We utilize an arts integrated instructional approach and have scheduled arts electives which can serve as additional extended learning time for learners.</p> <p>GEA Middle School's instructional time has been extended by approximately 1 hour than the traditional district school. This allows students to receive extra support during the day.</p> <p>GEA Middle School offers an afterschool program in which students receive academic assistance and homework help. The after-school program is available for all students to participate. Student and/or parents just need to express an interest in this support. With the hopeful addition of ASES grant support, we anticipate being able to expand our after school offerings from an academic tutorial and fitness program to a full range of offerings inclusive of arts, sports, and academics.</p>	<p>Teachers</p> <p>Instructional Aides</p> <p>7/2013 – 6/2014</p>	<p>Teacher Salaries</p> <p>Instructional Aides Salaries</p>	<p>\$219,100</p> <p>\$34,200</p>	<p>General Fund</p>
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology: Global Education Academy has a two student to one computer access ratio. The school utilizes blended learning, flipped learning, and technological integration into classroom instructional practice e.g. powerpoints, prezi's, independent work at computer stations.</p>	<p>Teachers & Administrative Staff 7/2013 – 6/2014</p>	<p>Laptop Computers (40) Interactive Board (4) Internet Service</p>	<p>\$20,000 \$17,000 \$5,000</p>	<p>PCSGP, Walton Grant, Title I, General Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Faculty have twelve days before school starts of professional development for professional collaboration aligned with standards based instructional materials. The learning community has one hour faculty meetings once a week and 1 minimum day PD per month which emphasize collaboration and alignment with the Common Core.</p>	<p>Teachers & Principal 7/2013 – 6/2014</p>	<p>Professional Development (Common Core, Blended Learning)</p>	<p>\$15,000</p>	<p>PCSGP, Walton Grant, Title I, General Fund</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Global Education Academy involves parents, staff and the learning community through a provision of committees, group meetings, individual meetings, and notifications that meet or exceed established standards for notification procedures, parent outreach, and interpretation of student assessment results to parents. We notify parents/guardians of meetings 72 hours or more in advance through letters home, web-posting, email, phone call, posters, and flyers. We provide this information in</p>	<p>Parents, Teachers, Principal, and Community members 7/2013 – 6/2014</p>	<p>Communications & Printing</p>	<p>\$2,000</p>	<p>PCSGP, Walton Grant, Title I, General Fund</p>

English and Spanish.				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Global Education Academy provides auxiliary services for students and parents through a provision of a Summer Bridge program, an ongoing student induction program, intervention supports, parent education and a parent training program.</p> <p>All students are strongly recommended to attend Summer Bridge program. This year, our first, approximately 80% of our learning community attended the 2 day program.</p> <p>This year, our first, we enrolled grades 6 and 7 and do not have students transitioning to high school. In future years of this plan we anticipate providing: (a) counseling to support the shift from grade 8 to grade 9, (b) an exit and high school induction support requirement, (c) communication with those high schools identified as destinations for our students, (d) student portfolios/passports portfolios for students to take with them to their new schools.</p>	<p>All Teachers, Parents, Principal, Tutors/TAs, Special Education Consultants</p> <p>7/2013 – 6/2014</p>	<p>Summer Bridge Program</p> <p>Tutors/TAs</p> <p>Special Education Consultants</p>	<p>\$1440</p> <p>\$34,200</p> <p>\$30,000</p>	<p>General Fund, Special Education Funding</p>
<p>8. Monitoring program effectiveness:</p> <p>Global Education Academy Middle School monitors reading program effectiveness through the establishment of three major benchmark assessments, monthly evaluation of data from computer reading programs (e.g. OARS), and the establishment of monthly goals for student progress (e.g through the use of the individualized learning plan monitoring).</p>	<p>Teachers, Principal</p> <p>7/2013 – 6/2014</p>	<p>OARS</p>	<p>\$2,900</p>	<p>General Fund, Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Global Education Academy Middle School utilizes an Rti style program to intervene and support our lowest performing student groups. In our first year of operation, we have yet to establish a baseline for performance however we anticipate carefully monitoring leading indicators (e.g. monthly data evaluation) to determine where to allocate targeted services. For example, we anticipate an allocation of support services for our ELLs.</p> <p>Lowest performing students are identified by the following methods: (a) benchmark testing 4 times a year using OARS, (b) grades, (c) narratives from teachers/faculty, (d) the Individualized Learning Plan (ILP) portfolio, (e) cumulative files, and (f) parent communication. We aim to utilize data sources like: (a) CELDT for ELL's, (b) CST scores (or the CalMAPP/SmarterBalanced in future years).</p>	<p>Teachers</p> <p>TAs/Tutors</p> <p>7/2013 – 6/2014</p>	<p>Tutors/TAs</p> <p>OARS Program</p>	<p>\$34,200</p> <p>\$2,900</p>	<p>PCSGP, Walton Grant, Title I, General Fund</p>

10. Any additional services tied to student academic needs: None	N/A	N/A	N/A	N/A
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Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.*

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Global Education Academy Middle School aligns to the Common Core standards through a provision of instructional practice that allows for critical thinking, in depth investigation, inquiry, questioning, and problem solving. Global Education Academy Middle School will be relevant to Smarter Balance assessment to produce high quality outcomes.</p>	<p>All Instructional Personnel</p> <p>7/2013 – 6/2014</p>	<p>Teacher Salaries</p> <p>Pupil Support Salaries</p>	<p>\$219,100</p> <p>\$23,000</p>	<p>General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>Global Education Academy Middle School aligns its instructional materials and strategies to the Common Core and makes instruction relevant to the needs of diverse learners. In particular, we will utilize Glencoe-McGraw Hill instructional materials and employ strategies like SDAIE, SIOP, ELD, PBL's, and a middle school appropriate constructivist approach to student development.</p>	<p>Teachers</p> <p>7/2013 – 6/2014</p>	<p>Approved Textbooks & Core Curricula Materials</p>	<p>\$10,000</p>	<p>General Fund</p>

<p>3. Extended learning time:</p> <p>Global Education Academy Middle School utilizes one hour periods for core classes, two hour blocks for humanities and math/science, and also allows for additional practice time during an hour and fifteen minute elective period. We utilize an arts integrated instructional approach and have scheduled arts electives which can serve as additional extended learning time for learners.</p> <p>GEA Middle School's instructional time has been extended by approximately 1 hour than the traditional district school. This allows students to receive extra support during the day.</p> <p>GEA Middle School offers an afterschool program in which students receive academic assistance and homework help. The after-school program is available for all students to participate. Student and/or parents just need to express an interest in this support. With the hopeful addition of ASES grant support, we anticipate being able to expand our after school offerings from an academic tutorial and fitness program to a full range of offerings inclusive of arts, sports, and academics.</p>	<p>Teachers</p> <p>Instructional Aides</p> <p>7/2013 – 6/2014</p>	<p>Teacher Salaries</p> <p>Instructional Aides Salaries</p>	<p>\$219,100</p> <p>\$34,200</p>	<p>General Fund</p>
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>Global Education Academy has a two student to one computer access ratio. The school utilizes blended learning, flipped learning, and technological integration into classroom instructional practice e.g. powerpoints, prezi's, independent work at computer stations.</p>	<p>Teachers & Administrative Staff</p> <p>7/2013 – 6/2014</p>	<p>Laptop Computers (40)</p> <p>Interactive Board (4)</p> <p>Internet Service</p>	<p>\$20,000</p> <p>\$17,000</p> <p>\$5,000</p>	<p>PCSGP, Walton Grant, Title I, General Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Faculty have twelve days before school starts of professional development for professional collaboration aligned with standards based instructional materials. The learning community has one hour faculty meetings once a week and 1 minimum day PD per month which emphasize collaboration and alignment with the Common Core.</p>	<p>Teachers & Principal</p> <p>7/2013 – 6/2014</p>	<p>Professional Development (Common Core, Blended Learning)</p>	<p>\$15,000</p>	<p>PCSGP, Walton Grant, Title I, General Fund</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Global Education Academy involves parents, staff and the learning community through a provision of committees, group meetings, individual meetings, and notifications that meet or exceed established standards for notification procedures, parent outreach, and interpretation of student assessment results to parents. We notify parents/guardians of meetings 72 hours or more in advance through letters home, web-posting, email, phone call, posters, and flyers. We provide this information in English and Spanish.</p>	<p>Parents, Teachers, Principal, and Community members</p> <p>7/2013 – 6/2014</p>	<p>Communications & Printing</p>	<p>\$2,000</p>	<p>PCSGP, Walton Grant, Title I, General Fund</p>

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Global Education Academy provides auxiliary services for students and parents through a provision of a Summer Bridge program, an ongoing student induction program, intervention supports, parent education and a parent training program.</p> <p>All students are strongly recommended to attend Summer Bridge program. This year, our first, approximately 80% of our learning community attended the 2 day program.</p> <p>This year, our first, we enrolled grades 6 and 7 and do not have students transitioning to high school. In future years of this plan we anticipate providing: (a) counseling to support the shift from grade 8 to grade 9, (b) an exit and high school induction support requirement, (c) communication with those high schools identified as destinations for our students, (d) student portfolios/passports portfolios for students to take with them to their new schools.</p>	<p>All Teachers, Parents, Principal, Tutors/TAs, Special Education Consultants</p> <p>7/2013 – 6/2014</p>	<p>Summer Bridge Program</p> <p>Tutors/TAs</p> <p>Special Education Consultants</p>	<p>\$1440</p> <p>\$34,200</p> <p>\$30,000</p>	<p>General Fund, Special Education Funding</p>
<p>8. Monitoring program effectiveness:</p> <p>Global Education Academy Middle School monitors mathematics program effectiveness through the establishment of three major benchmark assessments, monthly evaluation of data from computer mathematics programs (e.g. ORS), and the establishment of monthly goals for student progress (e.g through the use of the individualized learning plan monitoring).</p>	<p>Teachers, Principal</p> <p>7/2013 – 6/2014</p>	<p>OARS</p>	<p>\$2,900</p>	<p>General Fund, Title I</p>
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Global Education Academy Middle School utilizes an Rti style program to intervene and support our lowest performing student groups. In our first year of operation, we have yet to establish a baseline for performance however we anticipate carefully monitoring leading indicators (e.g. monthly data evaluation) to determine where to allocate targeted services. For example, we anticipate an allocation of support services for our ELLs.</p> <p>Lowest performing students are identified by the following methods: (a) benchmark testing 4 times a year using OARS, (b) grades, (c) narratives from teachers/faculty, (d) the Individualized Learning Plan (ILP) portfolio, (e) cumulative files, and (f) parent communication. We aim to utilize data sources like: (a) CELDT for ELL's, (b) CST scores (or the CalMAPP/SmarterBalanced in future years).</p>	<p>Teachers</p> <p>TAs/Tutors</p> <p>7/2013 – 6/2014</p>	<p>Tutors/TAs</p> <p>OARS Program</p>	<p>\$34,200</p> <p>\$2,900</p>	<p>PCSGP, Walton Grant, Title I, General Fund</p>
<p>10. Any additional services tied to student academic needs:</p> <p>None</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
 (Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ul style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	All Teachers, Parents, Principal, Tutors/TAs, Special Education Consultants 7/2013 – Ongoing	Tutors/TAs CELDT Tests Brochures / Newsletters	\$34,200 \$4,500 \$1,500	Title I, Title III, General Fund, SPED Fund

	<p>Global Education Academy Middle School will meet AMAO objectives and AYP objectives for LEP students. Through a provision of adequate and appropriate service that involves assessment, placement in a program, and monitoring. To meet these goals, the school utilizes CELDT, sheltered English immersion, instructional strategies (e.g. SDAIE, SIOP) and practices that meet the diverse needs of our diverse language learners. In addition, the school will regularly monitor LEP progress, resulting in adjustment to services and or reclassification (RFEP). The school has a provision of ELD services at a research recommended 45 minutes per student per day. The school will supplement (not supplant) by utilizing Title III allocations for professional development for our faculty; this will ensure that they are increasingly effective and equipped to provide exemplary educational practices. The school will also use the funds to implement a data-driven instructional program, which will closely monitor student achievement and progress (both quarterly and annually) in all areas related to English proficiency.</p> <p>The school will develop intervention program to meet the needs of students not making adequate progress. The school will also provide PD in differentiated instruction, project based lessons, and technology integrated instruction.</p> <p>The school will also educate parents in supporting learning at home. The parent training will be on a monthly basis, with topics including funding sources and expenditures, progress of students in achieving goals, programs available to students who are learning English, and additional resources available for parents/students outside the school. GEA Middle school will also provide weekly newsletter and other information flyers that describe things parents can do.</p>				
	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>Administration, Teaching Staff, Tutors/TAs</p> <p>7/2013 – Ongoing</p>	<p>Referenced Above</p>	<p>Referenced Above</p>	<p>Referenced Above</p>

	<p>Global Education Academy Middle School utilizes and provides high quality language instruction based on scientific research to increase student growth in English proficiency and academic achievement in the core academic subjects, allowing for a research recommended ELD services of 45 minutes per student per day for general English proficiency. Such instruction will include:</p> <ul style="list-style-type: none"> - SDAIE and SIOP for academic access to core subject areas - Thematic integration of instruction - Brain-based learning - Pictures/Realia - Sheltering strategies - Inquiry-based instruction - Integrated technology - Differentiated instruction <p>Effectives of the LEP programs will be measured by an increase in English proficiency on benchmark exams, report cards, student portfolios, unit assessments, and the Smarter Balance testing. The quality of the language instruction will be measured using classroom observations, formal evaluations of demonstration lessons, and peer feedback.</p>				
	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>Administration, Teaching Staff</p> <p>7/2013 – Ongoing</p>	<p>Referenced Above</p>	<p>Referenced Above</p>	<p>Referenced Above</p>

	<p>Global Education Academy Middle School provides ongoing professional development opportunities which consist of twelve days before school training (around ELL topics) and ongoing weekly training throughout the school year. In particular, the school places an emphasis on supporting teachers' ability to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient-students. Based on the work of Stephen Krashen and Paul Cummins, we will provide rigorous and relevant scaffolding for students to develop English proficiency and have access to the core subject areas. We view the teaching of ELLs as an essential component of being a competent teacher and hence highly value professional development in this area inclusive of subject matter knowledge, teaching knowledge and teaching skills. As a school system concerned with positive outcomes, we will monitor the impact that ELL trainings have as they are implemented in the classroom through benchmarks, sample release Smarter Balance assessments and learning community generated narratives. In particular, the PDs will focus on the following areas:</p> <ul style="list-style-type: none"> - Brain based learning - Teaming and Interaction - Teacher collaboration - Using common core standards - Technology integrated instruction - Project based learning - Differentiated instruction 				
	<p>4. Upgrade program objectives and effective instruction strategies.</p> <p>We are a first year start up school and seek to establish a baseline from which to evaluate our programming and outcomes. The school will upgrade program objectives and effective instructional strategies when necessary and applicable. The school will evaluate results of ESL and intervention programs on a quarterly bases to determine student needs and modify program objectives.</p>	<p>Administration, Teaching staff</p> <p>7/2013 – Ongoing</p>	<p>Referenced Above</p>	<p>Referenced Above</p>	<p>Referenced Above</p>

	<p>5. Provide –</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. <p>GEA Middle school will utilize an RtI program and differentiated instruction for structural interventions and intensify supports as appropriate to student needs. This type of intensified instruction is provided by TAs and intervention teachers, coordinated by classroom teachers, and supported by school administration.</p>	<p>Administration, teaching staff, Tutors/TAs</p> <p>7/2013 – Ongoing</p>	<p>Referenced Above</p>	<p>Referenced Above</p>	<p>Referenced Above</p>
	<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p> <p>The school will develop and implement support services that take into account the whole learner and a holistic notion of learning (school, student, family, community).</p>	<p>Administration, teaching staff, Tutors/TAs, Parents</p> <p>7/2013 – Ongoing</p>	<p>Referenced Above</p>	<p>Referenced Above</p>	<p>Referenced Above</p>
	<p>7. Improve the English proficiency and academic achievement of LEP children.</p> <p>We will place a major emphasis here through the utilization of appropriate instructional strategies including SDAIE, SIOP, and ELD methods within a framework of SEI. The school will also provide students and families with other activities designed to promote language learning, such as book fair, reading challenges, and family book night.</p>	<p>Administration, teaching staff, Tutors/TAs, Parents</p> <p>7/2013 – Ongoing</p>	<p>Referenced Above</p>	<p>Referenced Above</p>	<p>Referenced Above</p>
	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. <p>The school will utilize the Latino Literacy Projects’ services for development and inclusion of family and community based services.</p>	<p>Administration, teaching staff, Parents</p> <p>7/2013 – Ongoing</p>	<p>Referenced Above</p>	<p>Referenced Above</p>	<p>Referenced Above</p>

	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. <p>The school will provide students with access to a computer in their classrooms. The computers will host software that promotes language acquisition, vocabulary development, reading comprehension, and fluency skills.</p> <p>The teachers will have access to networks and other online sources of information to help guide instruction and to promote interactions.</p> <p>The teachers will receive PD in the development of technology integrated instruction.</p>	<p>Administration, teaching staff, Tutors/TAs</p> <p>7/2013 – Ongoing</p>	<p>Referenced Above</p>	<p>Referenced Above</p>	<p>Referenced Above</p>
	<p>10. Other activities consistent with Title III.</p> <p>None</p>				

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Global Education Academy Middle School will have outreach efforts and opportunities for meaningful participation of parents in the LEP educational program. This will include bi-lingual notices, regular scheduled meetings that meet the needs of parent time constraints (e.g. scheduled on a weekend), and opportunities for parents to contribute to the programmatic needs of the schooling system.</p>
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<p>Required Activity</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>The school will inform parents of LEP students of the following:</p> <ul style="list-style-type: none"> a. identification as an LEP and need of appropriate program placement based on the findings of the home language survey b. the child’s level of English proficiency based on the CELDT test c. the method of instruction used in the program in which the child will be participating based on the level of CELDT proficiency (1 and 2 will be SEI inclusive of content and material support; and paraprofessional support, 3-4-5 will be reasonable fluency, early advanced and advanced and utilize differentiated instruction through SDAIE and SIOP strategies inclusive of materials, assessments and monitoring for progress. All ELL students will have ELD unless RFEP’d). d. Global Education Academy Middle School will account for the needs of all ELL (LEP) student needs through a provision of appropriate placement or alignment of student needs to program. This will, for example, mean that in our Rti system level 1-2 will have the most intensive supports and 3 will have medium level supports and 4-5’s will have the most general supports. e. Programmatic placements will support English language learning goals through maximizing interactions that have the most impact for language progress. f. Global Education Academy Middle School will reclassify students based on the 3 prong requirements, and expects that students make 1 full level of progress per year towards being reclassified in CELDT and State testing. The school reclassifies based on English Language Arts grade (“C” or better), CELDT score (“3” or better across all categories), and CST performance (Basic or better). g. Global Education Academy Middle School will abide by the requirements for students who have IEP’s by meeting or exceeding those requirements through the utilization of a RSP, case manager and required additional supports (e.g. DIS counselor, Speech Therapist, etc.). h. Global Education Academy Middle school will provide information to parents pertaining their rights that include written guidance detailing: the right that parents have to have their child immediately removed from such program upon their request; and 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 LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.
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		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	Global Education Academy Middle School will provide information in writing to parents regarding their rights to (a) have their child removed from a LEP program upon their request, (b) decline to have their child enrolled in an LEP program or choose another program if available, and (c) have LEA assistance in selecting amongst various programming and instructional methods, if more than one option is offered by the LEA.
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		Global Education Academy Middle School will comply with the requirement to notify parents within 30 days if the school fails to meet or make progress on the AMAO's.

Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No None enrolled</p>	<p>If yes, describe:</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No None enrolled</p>	<p>If yes, describe:</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No None enrolled</p>	<p>If yes, describe:</p>

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No None enrolled	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No None enrolled	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No None enrolled	If yes, describe:

Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No None enrolled	If yes, describe:
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Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your 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 LEA]

STRENGTHS	NEEDS
<ul style="list-style-type: none">*1. CSTP standards aligned.*2. Socio-cultural relevance.*3. Data informed.*4. Continuous and timely.*5. Adaptive and able to adjust.*6. Integrated approach to teaching (e.g. arts integrated and interdisciplinary approach)	<ul style="list-style-type: none">*1. Common Core training.*2. SmarterBalance training.*3. Project Based Learning training.*4. Differentiated Instruction training.

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

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>Global Education Academy Middle School seeks a provision of PD for faculty that trains teachers to align to the rigorous standards set forth by the State for achievement, assessment and programmatic quality/effectiveness. In particular the school setting utilizes individualization plans that link standards/goals to specific actionable targets (e.g. teacher professional growth plans and goals; or student learning plans and goals through the ILP). As an approach, the school setting teachers are expected to manage State standards expectations and the diverse needs of diverse learners through broadly conceived detail oriented adaptable planning (e.g. where the standard/goal remains consistent, but the way we arrive at it may differ). The school utilizes benchmarks, portfolios, narratives and assessment data to continuously inform our programs and instruction and outcome evaluations.</p>	<p>Principal, Teachers, Consultants.</p> <p>7/2013 – 6/2014</p>	<p>Instructional Consultants</p> <p>Teacher stipends – 10 days of professional development</p>	<p>\$15,000</p> <p>\$7,200</p>	<p>PCSGP, Walton Grant, General Fund</p>
<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>Global Education Academy Middle School aligns to scientifically based research for teacher training and professional development. Utilizing the research of, for example, Steven Krashen and P. Cummins we train around providing a provision of strategies and methods that scaffold the learning of language learners. For mathematics we are utilizing blended and flipped learning strategies to bring in different and multiple entry</p>	<p>Teachers, Principal</p> <p>7/2013 – 6/2014</p>	<p>0</p>	<p>0</p>	<p>N/A</p>

points into the learning through, for example technology and stations usage.				
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Through diagnostics and the ILP portfolio, we are identifying and targeting areas of strength and growth for students. Through the establishment of benchmark goals and careful evaluation of student performance we can monitor progress throughout the school year on an ongoing basis. Through astute alignment to high school entrance expectations and awareness of college A-G entrance requirements we can better prepare our middle schoolers for substantial and measurable outstanding achievement.</p>	<p>Teachers, Principal 7/2013 – 6/2014</p>	<p>0</p>	<p>0</p>	<p>N/A</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>We are tailoring our professional development trainings to target our Federal, State and local programmatic requirements. For example, we will train to better provide an allocation of appropriate services for Title I, III and IV qualifying students.</p>	<p>Principal 7/2013 – 6/2014</p>	<p>0</p>	<p>0</p>	<p>N/A</p>
<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) meets the needs of</p>	<p>Teachers, Principal 7/2013 – 6/2014</p>	<p>Instructional Consultants</p>	<p>\$15,000</p>	<p>PCSGP, Walton Grant, General Fund</p>

<p>teachers and principals will be met:</p> <p>We conduct a needs assessment for teachers and administrators. We base our needs assessment on the CSTP teaching standards and the California Educational Leadership Standards. We have supports like BTSA and discussion/action groups like Leadership Team & Curriculum and Teaching Team, and a Teacher/Administrator Academy. We are developing a mentoring system that pairs veteran teachers with new teachers and an administrator.</p>		<p>days</p> <p>Teacher stipends – 10 days of professional development</p> <p>Budget for trainings, workshops & conferences</p>	<p>\$7,200</p> <p>\$2,500</p>	
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA 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>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p>	<p>Principal, Teachers, Admin. Staff</p> <p>7/2013 – 6/2014</p>	<p>Laptop Computers (40)</p> <p>Interactive Board (4)</p> <p>Internet Service</p>	<p>\$20,000</p> <p>\$17,000</p> <p>\$5,000</p>	<p>PCSGP, Walton Grant, Title I, General Fund</p>

<p>Our classrooms are hardwired for internet services and we have a designation/assignment of 2 students per 1 laptop computer. We have the use of Elmo's, LCD's, SmartBoards, and workstations in the classrooms for teachers. Training is also provided for use of software practice programs (e.g. math and English) for students and teachers are trained in the use of SIS systems.</p>		<p>PD on Blended Learning</p>	<p>\$3,000</p>	
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>As a new school we have planned the first 2 weeks of before school professional development during which time we will allow for input and planning for the remainder of the school year. Through the organization of parent committees (e.g. ELAC, CEAC and SAC) and school based groupings (e.g. Teaching and Curriculum Team, Leadership Team and School Site Council) we will be able to review and plan for comprehensive professional development throughout the school year.</p>	<p>Parents, Teachers, Admin. Staff</p>	<p>Teacher stipends – 10 days of professional development</p> <p>Parent, Personnel Time</p>	<p>\$7,200</p> <p>\$0</p>	<p>PCSGP, Walton Grant, General Fund</p>
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child's education; and □ Understand and use data and assessments to improve classroom practice and student learning. 	<p>Teachers, Principal</p>	<p>Budget for trainings, workshops & conferences</p> <p>Substitute Salaries during training/workshop participation</p>	<p>\$2,500</p> <p>\$1,800</p>	<p>PCSGP, Walton Grant, General Fund</p>

<p>We will provide training to meet the needs of our faculty inclusive of:</p> <ol style="list-style-type: none"> 1. Differentiation (e.g. Tomlinson based for exceptionality) 2. Positive Discipline and establishment of a culture/climate conducive to learning. 3. Parent Education and involvement in school and community based learning. 4. Seminars and ongoing training in the utilization of data driven practices inclusive of diagnostic assessment (e.g. formative) and summative assessment. Training will include the implications of data on informing classroom practices and student learning. 				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Global Education Academy Middle School meets and exceeds requirements for allocation of resources and training for HQT in particular regards to Title I supports. Currently the schooling LEA has a Board appointed PD consultant who has placed a focus on the COMMON CORE (CCSS) and SMARTER BALANCED. In addition, the schooling system allocates PD time for an hour and a half once a week and two and a half hours once a month. The schooling system utilizes the CSTP standards as the framework for teacher professional growth while paying particular attention to subgroupings that populate our enrollments (e.g. ELL's at 25% and SPED at 11%). The schooling system also employs a part time Parent Coordinator who conducts parent education classes, and has a CMO (Charter Management Organization) representative who conducts training on the use of technology for educational purposes. The schooling system also conducted a 2 week before school training with faculty to</p>	<p>Teachers, Principal, Paraprofessionals</p>	<p>Instructional Consultants and Personnel time for professional development</p>	<p>\$10,000</p>	<p>PCSGP, Walton Grant, General Fund</p>

provide a working foundation for (a) arts integrated, (b) common core, (c) blended learning (technology integration), (d) data driven, (e) student centered, (f) socio-cultural relevance, (g) differentiated, (h) project based, and (i) just community based approaches.				
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Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> *1. Small setting (scalability of size). *2. Personalization of learning. *3. Manageable adult to student ratio (20:1 or 35:2). *4. Community building based approach to a learning community. 	<ul style="list-style-type: none"> *1. Dean of Students. *2. Social-Emotional Counselor position. *3. Academic Counselor. *4. Parent Coordinator.

Environments Conducive to Learning (Activities):

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

ACTIVITIES
<ul style="list-style-type: none"> *1. After school tutorial program (i.e. mathematics and language arts). *2. After school physical fitness opportunities. *3. After school arts opportunities. *4. Piloted before school reading program.

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

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

STRENGTHS	NEEDS
<p>*1. As a small schooling setting we are able to know the strengths and needs of our student population and target supports when and where necessary.</p> <p>*2. We work with local law enforcement to know the strengths and needs of our service areas.</p>	<p>*1. Analysis of the area surrounding the school indicates an average of 80 incidents resulting in suspensions per school year (10 months).</p> <p>*2. We recommend the hiring of an Assistant Principal when reasonably fiscally prudent to address the formation of a school culture that is conducive to learning.</p>

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: _/_/_ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th — % 7 th — %	5 th — % 7 th — %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th — % 9 th — % 11 th — %	7 th — % 9 th — % 11 th — %
The percentage of students that have used marijuana will decrease biennially by:	5 th — % 7 th — %	5 th — % 7 th — %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th — % 9 th — % 11 th — %	7 th — % 9 th — % 11 th — %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th — % 9 th — % 11 th — %	7 th — % 9 th — % 11 th — %

<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th — % 9th — % 11th — %</p>	<p>7th — % 9th — % 11th — %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by _____ from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>_____ %</p>	<p>_____ %</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: _/_/_ Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>

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

Other Performance Measures

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

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

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

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

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

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

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

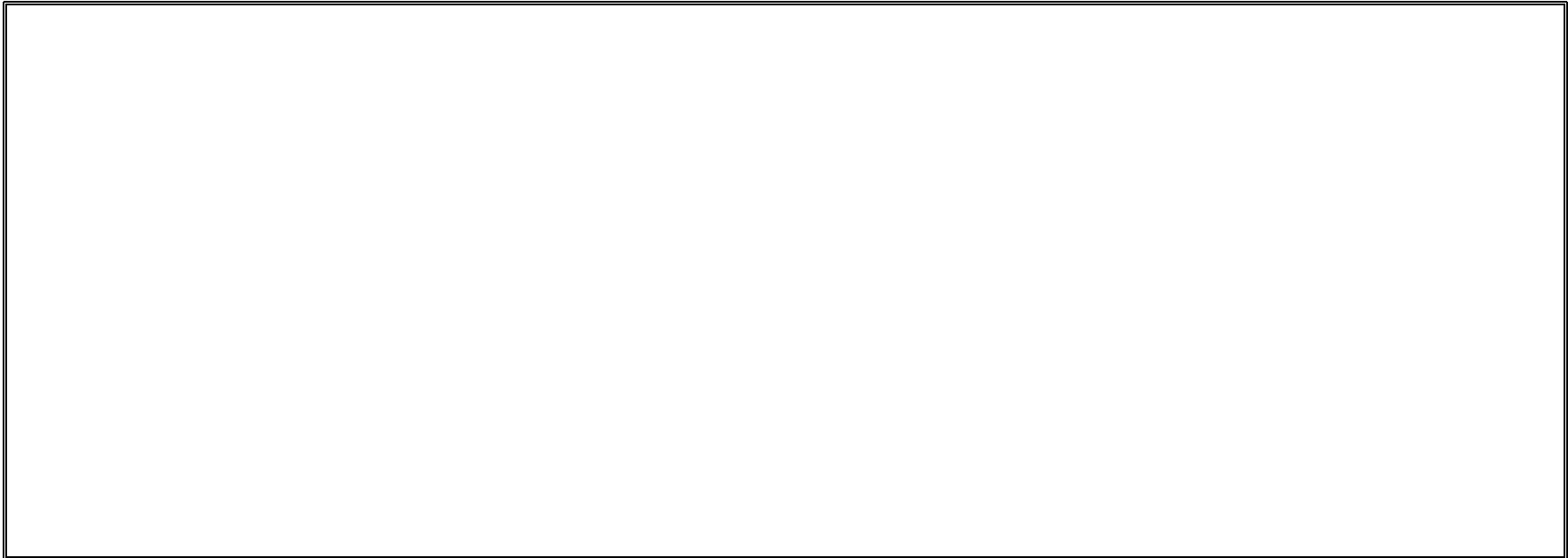
Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

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

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

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

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



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

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

Position/Title	Full time equivalent

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

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

This section of the plan is intended to reflect the LEA’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 LEA’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)					
5.2 (Dropouts)					
5.3 (Advanced Placement)					

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA 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.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, “Eligible School Attendance Areas.”	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>GEAMS will use the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ol style="list-style-type: none"> 1. Number of children eligible for Free/Reduced Price Lunch programs; 2. Number of children in families receiving assistance under the CalWorks program; 3. Number of children eligible to receive medical assistance under the Medicaid program. <p>GEA Middle School will use the “Number of children eligible for Free/Reduced Price Lunch programs” to determine identification of students from low-income families. Families enrolled in CalWorks and Medicaid program will be used as one of the acceptable forms of low-income verification, in lieu of paystubs and employer income verifications.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district 	

wide or by grade span.	
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**Additional Mandatory Title I Descriptions
(continued)**

<p>Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. 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).</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the LEA will help schools to 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 underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early 	<p>N/A</p>

<p>childhood programs to elementary school programs.</p> <ul style="list-style-type: none"> • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to 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>GEAMS will provide a combination or outsourced and in-house RSP and Intervention support to attend to the needs of students who are most at risk of failing to meet state standards.</p> <p>The intervention teacher will work under the direction of the RSP teacher to provide push-in and pull-out intervention. To the extent possible, pull-out intervention will be minimized and will occur during the afternoon for short periods of time.</p> <p>The RSP will coordinate PD for intervention and regular day teachers providing push-in and in-class intervention. PD will focus on providing teachers with skills and knowledge to promote learning among all students.</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 LEA 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>Eligible students most in need of services are identified by analyzing data from the following sources:</p> <ul style="list-style-type: none"> • CST results • Benchmark tests • Publishers’ tests/quizzes • Teacher made tests • Portfolio assessments <p>Teachers report the data to administrative staff who in turn prepare analyses that identify students in need. These reports are reviewed by the classroom teachers, the RSP teacher and intervention teacher who provide additional input. Students and intervention groups are identified and services provided.</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>N/A</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 LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, 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. 	N/A

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA 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 LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	N/A
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	N/A

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA 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, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>GEAMS offers a small learning community in which teachers are valued and provided with the resources needed in order to teach effectively. GEAMS actively recruits teachers from various sources (job fairs, online listing, and direct advertising).</p> <p>All teachers are screened and only teachers that are dedicated to the mission and vision of GEAMS, highly qualified, and are passionate about educating students in a high poverty area are chosen.</p> <p>This hiring process applies to all staff at GEAMS, including Principal and other staff.</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.</p>	<p>GEAMS parents are involved in the child’s education from day one. Parents voluntarily choose to send their children to GEA.</p> <p>Parents also have the opportunity to participate in the decision making process at GEAMS through the Advisory Council.</p> <p>In addition, GEAMS Provides parents with parent education classes that allow parents to learn how to be involved in their child’s education as well as improving themselves.</p>

GEAMS regularly communicates with parents via monthly/weekly newsletters by the principal and teacher, phone calls, and mailings.

Parents also have direct access to their child's grades and records via online access to PowerSchool, GEAMS's chosen student information system.

All office staff are bilingual and all materials are translated as needed.

Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>GEAMS does not qualify for the programs listed in this question's description.</p> <p>However, due to the nature of GEAMS's small size, the Principal at GEAMS is able to coordinate all school programs and will review programs on an on-going basis to increase effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.</p>

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

To assure the LEA'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 LEA 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 LEA 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 LEA 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 LEA 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 LEA 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 LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, 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 LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's 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 LEA 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. Work in consultation with schools as the schools develop and implement their 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 eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, 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 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, 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 of each school served by the agency and receiving funds under this part to determine whether all of the schools are 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. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. 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.

32. 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.
33. 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 LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA 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 LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA 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 LEA 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 LEA 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 LEA 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 LEA 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 LEA 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 LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA 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 LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), 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 LEA 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 LEA has, or the schools to be served have, a plan for keeping schools 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 LEA 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 LEA 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 of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, 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 LEA.

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

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

55. The LEA 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 LEA 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 LEA 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 LEA 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 LEA assures that a minimum of 95% 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.

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

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 LEA 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>

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

<i>Research-based Activities</i>	
Activities	<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 Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earls court 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