

(CDE use only)
Application #

No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

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

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

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

SSD Plan Information:

Name of Local Educational Agency (LEA): **John Adams Academy**

County/District Code: **31-66845-0121418**

Dates of Plan Duration (should be five-year plan): **Sept. 1, 2014 to Aug. 31, 2019**

Date of Local Governing Board Approval:

District Superintendent: **Shane Schulthies, Headmaster**

Address: **One Sierragate Plaza**

City: **Roseville**

Zip code: **95678**

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

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

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

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Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Local Educational Agency Plan (LEA) Plan

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

The Single Plan for Student Achievement (SPSA)

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

Role of School Site Council

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

Composition of School Site Council

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

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

¹ *EC* Section 64001(a), (d)

² *EC* Section 41507

³ *EC* Section 41572

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

Categorical Program Monitoring (CPM)

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

Development Process for the Single School District (SSD) Plan

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

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

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components (not required for single school districts)

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Assistance Review; Tobacco-Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

ü	SSD Plan – Comprehensive Planning Process Steps
X	1. Measure effectiveness of current improvement strategies
X	2. Seek input from staff, advisory committees, and community members
X	3. Develop or revise performance goals
X	4. Revise improvement strategies and expenditures
X	5. Local governing board approval
	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	
<input type="checkbox"/>	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
<input type="checkbox"/>	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	<i>Individuals with Disabilities Education Act (IDEA), Special Education</i>		English Language Acquisition Program
	21 st Century Community Learning Centers		Community Based English Tutoring
	Other (describe):		Art/Music Block Grant
	Other (describe):		School Gardens
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

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				
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				

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
School and Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
TOTAL				

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – Program Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions – Program Planning

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

District Profile

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

John Adams Academy (JAA) was established in 2011 to meet the needs of students in Roseville, California, an urban community of 118,788 located in the Sacramento metropolitan area. The founders' goal was to deliver a culturally relevant instructional program based on traditional principles to produce globally responsible citizens who are self-motivated, competent, life-long learners. JAA is a California public school, more specifically, an independent charter school with Loomis Union School District serving as the representative district. JAA is fully accredited by the Western Association of Schools and Colleges through June 2016. The academy serves students in grades K-12, and has a current enrollment of 858 students.

John Adams Academy's approach to education is based on the belief that the education of tomorrow's leaders determines the level of freedom and prosperity of the next generation. JAA is uniquely structured to provide a rigorous academic program, incorporating traditional values and the wisdom of history, and through its emphasis on Classical Leadership Education, to prepare its scholars to become the leaders of the future.

Due to the success of the current operation, JAA has recently been granted a charter petition for a new school in Lincoln, about 20 miles north of Roseville. John Adams Academy-Lincoln will open in 2016-17, and will offer students in that area the same traditional Classical Leadership Education program developed in Roseville.

VISION STATEMENT

The John Adams Academies are restoring America's heritage by developing servant-leaders who are keepers and defenders of the principles of freedom for which our Founding Fathers pledged their lives, fortunes, and sacred honor. Our long-range vision is that this organization will be a model for the future of public education.

CORE VALUES

John Adams Academy is preparing future leaders and statesmen through principle-based education. Our core values include:

- Appreciation of our national heritage
- Public and private virtue
- Emphasis on mentors and classics
- Scholar-empowered learning
- Fostering creativity and entrepreneurial spirit
- High standards of academic excellence
- Modeling what we teach
- Abundance mentality
- Maintaining a culture of greatness

PHILOSOPHY

At JAA the education of tomorrow's leaders determines the level of freedom and prosperity of the next generation. Leaders select the goals of a nation and the means of achieving those goals. Classical Leadership Education trains thinkers, leaders, inventors, citizens, entrepreneurs and statesmen. Classically educated leaders are prepared to motivate and inspire individuals, communities and nations. Classical Leadership Education presupposes that each individual is born with a unique and individual mission to fulfill, and consists of discovering, preparing for and fulfilling this mission.

Students at John Adams Academy are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The school's core values serve as the base in guiding formative discussion with scholars. John Adams Academy offers site-based, independent study, and on-line instruction to its scholars. This hybrid approach offers the best opportunity to meet the needs of a diverse cross-section of scholars in an individual way.

Parents and the community are very supportive of the educational program at JAA. Parents are active at the school site, participating in the Parent Service Organization, School Site Council, and Safety Committee, and serving as volunteers in the classroom and as Art, Music and P. E. docents. The school also benefits from local businesses and community members serving as mentors to scholars through JAA's mentoring program. The program offers an opportunity for mentors to share their professions or areas of passion with scholars once a week for nine weeks. This experience is offered three times during the school year.

Staff and parents participate on various committees that make decisions regarding the priorities and direction of the education plan, to ensure instructional programs are consistent with scholars' needs and to comply with district goals. Leadership teams include:

- Learning and Leadership Team
- Governance and Leadership Team
- Culture Team
- Curriculum Team
- Instruction Team
- Assessment Team
- Grade Level Mentor Teachers

DEMOGRAPHICS

John Adams Academy is in the city of Roseville, the largest city in Placer County. Placer County is one of the fastest growing counties in California and stretches from the suburbs of Sacramento to Lake Tahoe and the Nevada border. According to the Roseville Historical Society, in 1864 the Central Pacific Railroad tracks were constructed eastward from Sacramento, and when they crossed a small California Central Railroad line, they named the spot "Junction." Junction eventually became known as Roseville. In 1909, three years after the Southern Pacific Railroad moved its facilities from Rocklin to Roseville, the town became an incorporated city. What

followed was a period of expansion, as shopping centers, major retailers and homes were constructed, and Roseville reached its present-day status as a major urban center.

Roseville has a population of 126,956, and 68.9% live in families. The median household income is \$68,208. The civilian population is employed primarily in the fields of management/finance, engineering/computers, health care and education. The leading employers are Kaiser Permanente, Hewlett-Packard, Union Pacific Railroad, Walmart, and NEC.

The ethnic breakdown for Roseville in 2010 was:

White – 79.3%

Black – 2%

Native American – .7%

Asian – 8.4%

Pacific Islander - .3%

Other Races – 4.3%

Two or More Races – 5%

Hispanic/Latino – 14.6% (also included in applicable race categories)

Source: US Census Bureau

SCHOOL PROFILE

The Classical Leadership Education approach at JAA requires a unique curriculum that is based on traditional values and incorporates the study of history, philosophy and government. All curriculum development at JAA is based on the Common Core State Standards, integrated through the classical model. Curriculum guides are updated regularly to align with state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all scholars either meet or exceed state proficiency levels. Teachers also meet regularly to target instruction. The Curriculum Committee reviews the State Standards and Frameworks, establishes benchmarks and expectations in specific subject areas, develops proficiency tests, analyzes test results, and selects textbooks and supplementary teaching materials based on the state standards.

The curriculum at JAA inspires students through self-discipline to educate themselves in the principles of freedom. In partnership with parents and mentors students discover and prepare for their unique missions and purpose in life within a structure that incorporates the classics. Great individuals of the past studied the great individuals who went before them, and learned from them the greatest mistakes and successes of human history. Classics can open a student's mind to the true nature of the world and serve as a mirror as they explore themselves.

Scholars actively participate in service learning projects as a means of applying their knowledge. In addition, scholars study six additional semesters of history and philosophy beyond the California state requirement. The scholars at JAA do not dwell only in the past. The academy takes advantage of all modern tools available to educators. All classrooms have at least one computer that is connected to the Internet. JAA also has two computer labs for school use, and classroom teachers monitor the computer labs. Computer skills and concepts are integrated throughout the standard curriculum which helps to prepare scholars for technological growth and

other opportunities. Scholars have been trained in Microsoft Word and Excel. Latin and/or Greek instruction begins in the second grade, and Latin and Spanish are offered in the high school. JAA currently serves 858 students. The enrollment breaks down by grade level as follows:

K-3	370	Grades 7-8	116
Grades 4-6	236	Grades 9-12	136

The 2013-14 Enrollment by Ethnicity report indicated that the student population was 81% White, 8% Hispanic, 3.5% Asian and .9% African American. These numbers are largely reflective of Placer County’s overall demographic makeup. Below is a breakdown of student enrollment by ethnicity for 2013-14.

Eth	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Tot
Hisp	7	5	11	10	14	9	4	4	4	4	2	0	1	75
Am Ind	0	0	0	0	0	1	1	0	0	0	0	0	0	2
Asian	7	1	4	3	4	3	0	0	3	0	0	0	0	27
Afr Am	0	0	1	2	2	0	0	0	1	1	0	0	0	7
White	67	83	67	65	67	45	54	51	43	21	87	19	11	627
Not reported	3	0	1	2	3	0	3	2	4	1	1	0	1	21

John Adams Academy’s API growth scores have far exceeded the statewide performance target of 800 for two years; in 2013, the API growth score was 902. Therefore, John Adams Academy scored high enough that the school has not been assigned a growth target and is noted to have met its current growth target. Moreover, for two years, John Adams Academy has had a statewide API rank of 9 and a similar schools rank of 10.

Regarding the school’s definition of an educated person in the 21st century, JAA holds that in the 21st century it falls to the educators to choose what kind of leaders will be produced. The principles of freedom and the wisdom of history are fortunately still available as the academy goes forward in implementing Classical Leadership Education to make a difference in the world.

In the case of scholars who may have difficulty meeting the academic standards, JAA is prepared to offer whatever assistance is needed. Scholars scoring Basic, Below Basic, or Far Below Basic on the previous year’s adopted standardized test in any one subtest score, or those who are at least one year below grade level in the areas of reading, writing, math, oral language, science or history as identified by interim assessments are recommended for academic intervention. It is the goal of John Adams Academy to assist scholars in their social and personal development as well as academics. The school gives special attention to scholars who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. There are seven counseling and support services staff members available. JAA provides additional services for scholars with special needs, as identified by an Individualized Education Plan.

John Adams Academy is non-sectarian in its admission policies, employment practices, and all other operations. The school does not discriminate against any student on the basis of race, ethnicity, national origin, gender, or sexual orientation. The school additionally adheres to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of

1990 and the Individuals with Disabilities in Education Improvement Act of 2004. The school does not charge tuition and it admits all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process.

JAA fully supports the accountability system to achieve the goals of NCLB by adhering to the performance goals established by the California Board of Education (CBE). To achieve those goals, JAA has hired Highly Qualified Teachers and maintains that 100% of them are fully credentialed. JAA has 79 teachers, administrators and aides in the areas listed below. Some teachers are assigned to multiple subject areas.

Administration-16	Foreign Languages-2
Kindergarten-5	Special Education-3
Elementary Gr. 1 to 5-14	Occupational Therapy-1
English-3	Speech Pathology-2
Mathematics-5	Psychologist-1
Social Studies-1	Nurse-1
History-1	Librarian-1
Science-1	Technical Specialist-1
Art-3	Physical Education-1
Music-2	Aides-15

As part of the growth process, opportunities for training and staff development are provided to administrators, teachers, and classified staff. John Adams Academy offers ten staff development days annually where staff members can take advantage of professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers participate in a wide range of professional development workshops designed to advance their skills and practices in their roles as teachers and mentors at John Adams Academy. These include, but are not limited to special education, scholar discipline, RTI and EL support, curriculum development and assessment, training on the use of mentoring, use of technology in instruction, training in Great Books, training in Core Knowledge, training in Riggs Institute's Writing and Spelling Road to Reading and Thinking literacy program, and training in College Preparatory Mathematics and Saxon Math programs. The John Adams Academy Headmaster and other administrators, as appropriate, plan to attend workshops of the California Charter Schools Association and the Charter Schools Development Center to ensure that they have a solid working knowledge of all aspects of managing and operating a charter school.

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

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

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

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

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

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

Here are the 2013 STAR results for John Adams Academy.

2013 STAR Test Results

John Adams Academy

Total Enrollment on First Day of Testing: 518

Total Number Tested: 515

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	86	90	60	64	59	51	49	24	18	17	

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	86	90	60	64	59	50	49	23	18	16	
% of Enrollment	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	98.0 %	100.0 %	95.8 %	100.0 %	94.1 %	
Students with Scores	86	90	60	64	59	50	49	23	18	16	
Mean Scale Score	374.5	370.1	419.5	409.5	374.1	398.6	386.9	416.0	409.8	387.0	
% Advanced	24 %	28 %	58 %	63 %	34 %	50 %	47 %	61 %	61 %	50 %	
% Proficient	48 %	37 %	37 %	33 %	39 %	38 %	29 %	26 %	22 %	31 %	
% Basic	21 %	30 %	3 %	5 %	20 %	8 %	22 %	13 %	17 %	13 %	
% Below Basic	3 %	4 %	2 %	0 %	5 %	2 %	2 %	0 %	0 %	6 %	
% Far Below Basic	3 %	1 %	0 %	0 %	2 %	2 %	0 %	0 %	0 %	0 %	

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	86	90	60	64	59	30					
% of Enrollment	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	58.8 %					
Students with Scores	86	90	60	64	59	30					
Mean Scale Score	380.7	436.6	434.2	476.9	380.1	363.0					
% Advanced	31 %	57 %	75 %	70 %	41 %	20 %					
% Proficient	38 %	29 %	15 %	27 %	29 %	40 %					

% Basic	24 %	12 %	7 %	3 %	17 %	20 %					
% Below Basic	5 %	2 %	2 %	0 %	14 %	20 %					
% Far Below Basic	1 %	0 %	2 %	0 %	0 %	0 %					

CST General Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							17	4			21
% of Enrollment							34.7 %	16.7 %			
Students with Scores							17	4			21
Mean Scale Score							381.4	*			375.0
% Advanced							29 %	*			29 %
% Proficient							29 %	*			29 %
% Basic							41 %	*			33 %
% Below Basic							0 %	*			10 %
% Far Below Basic							0 %	*			0 %

CST Algebra I

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested						20	28	4	1		53
% of Enrollment						39.2 %	57.1 %	16.7 %	5.6 %		
Students with Scores						20	28	4	1		53
Mean Scale Score						375.5	339.4	*	*		346.9
% Advanced						15 %	0 %	*	*		6 %
% Proficient						65 %	39 %	*	*		45 %
% Basic						15 %	43 %	*	*		32 %
% Below Basic						5 %	14 %	*	*		11 %
% Far Below Basic						0 %	4 %	*	*		6 %

CST Geometry

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							1		6	4	11
% of Enrollment							2.0 %		33.3 %	23.5 %	
Students with Scores							1		6	4	11
Mean Scale Score							*		*	*	347.4
% Advanced							*		*	*	0 %
% Proficient							*		*	*	36 %
% Basic							*		*	*	36 %
% Below Basic							*		*	*	27 %
% Far Below Basic							*		*	*	0 %

CST Algebra II

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							2	15	11		28

% of Enrollment							4.1 %	62.5 %	61.1 %		
Students with Scores							2	15	11		28
Mean Scale Score							*	358.2	355.5		358.7
% Advanced							*	13 %	9 %		14 %
% Proficient							*	47 %	55 %		46 %
% Basic							*	20 %	9 %		18 %
% Below Basic							*	20 %	27 %		21 %
% Far Below Basic							*	0 %	0 %		0 %

CST Summative High School Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested										12	12
% of Enrollment										70.6 %	
Students with Scores										12	12
Mean Scale Score										319.8	319.8
% Advanced										8 %	8 %
% Proficient										8 %	8 %
% Basic										33 %	33 %
% Below Basic										50 %	50 %
% Far Below Basic										0 %	0 %

CST History - Social Science Grade 8

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							49				
% of Enrollment							100.0 %				
Students with Scores							49				
Mean Scale Score							391.8				
% Advanced							45 %				
% Proficient							31 %				
% Basic							22 %				
% Below Basic							2 %				
% Far Below Basic							0 %				

CST World History

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									18		18
% of Enrollment									100.0 %		
Students with Scores									18		18
Mean Scale Score									405.5		405.5
% Advanced									44 %		44 %
% Proficient									33 %		33 %

% Basic										17 %		17 %
% Below Basic										6 %		6 %
% Far Below Basic										0 %		0 %

CST U.S. History

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested										16	
% of Enrollment										94.1 %	
Students with Scores										16	
Mean Scale Score										391.4	
% Advanced										50 %	
% Proficient										31 %	
% Basic										13 %	
% Below Basic										6 %	
% Far Below Basic										0 %	

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested				64			49				
% of Enrollment				100.0 %			100.0 %				
Students with Scores				64			49				
Mean Scale Score				431.1			412.4				
% Advanced				55 %			51 %				
% Proficient				44 %			33 %				
% Basic				2 %			14 %				
% Below Basic				0 %			2 %				
% Far Below Basic				0 %			0 %				

CST Biology

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								15	1		16
% of Enrollment								62.5 %	5.6 %		
Students with Scores								15	1		16
Mean Scale Score								398.3	*		396.2
% Advanced								53 %	*		50 %
% Proficient								13 %	*		19 %
% Basic								33 %	*		31 %
% Below Basic								0 %	*		0 %

% Far Below Basic									0 %	*		0 %
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CST Chemistry

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									16	16	32
% of Enrollment									88.9 %	94.1 %	
Students with Scores									16	16	32
Mean Scale Score									352.4	340.1	346.3
% Advanced									13 %	13 %	13 %
% Proficient									50 %	25 %	38 %
% Basic									38 %	44 %	41 %
% Below Basic									0 %	6 %	3 %
% Far Below Basic									0 %	13 %	6 %

CST Earth Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								8			8
% of Enrollment								33.3 %			
Students with Scores								8			8
Mean Scale Score								*			*
% Advanced								*			*
% Proficient								*			*
% Basic								*			*
% Below Basic								*			*
% Far Below Basic								*			*

John Adams Academy administers nationally norm-referenced and standards-referenced tests required by law in the State of California. These include CAASPP (in future), CELDT, and CAHSEE. JAA has used the STAR results to refine the educational program in the past. In the future the school will use the new state assessments (CAASPP) as a basis. In each content area and grade level, scores are analyzed to reflect necessary changes to the curriculum and instructional model. Classes may be added to augment the current instructional program.

JAA uses multiple measures to assess student progress toward the intended outcomes. In addition to mandated assessments these measures include evaluation of student work samples, observations, classroom discussions, term papers, curriculum-based measurement, projects, progress reports and report cards.

Teachers are trained to identify what Common Core State Standards and other information scholars are expected to know at the end of the course. The teacher determines the most appropriate type of assessment to measure scholar mastery of a given standard. All scholars take the state mandated assessments, but the assessments designed by teachers are often more valuable because they provide an opportunity for feedback on scholar mastery of content

standards prior to the end of the course when there is still an opportunity to re-teach a subject until the scholars master it.

JAA's board and staff have analyzed the academic performance of all student groups and have considered the effectiveness of key elements of the instructional program for all students. As a result, JAA has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups.

Performance Goal 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2019-2020.

<p>SCHOOL GOAL # 1A (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>Provide educational programs for every student to reach his/her optimum academic performance level in English Language Arts.</p>	
<p>Student groups and grade levels to participate in this goal: All JAA students in grades K-12 will participate in this goal.</p>	<p>Anticipated annual performance growth for each group: 80% of scholars Grades 3-11 will score proficient or higher on the CAASPP testing in the area of ELA/Literacy. Results from 2012-2013 STAR reveal that 41% of these students are proficient or above.</p>
<p>Means of evaluating progress toward this goal: The Board of Directors, JAA staff, parents, and students will evaluate the progress toward this goal by the following general measures:</p> <ul style="list-style-type: none"> • CST results by grade level • Samples of student work • Results from other baseline assessment 	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Authentic assessments • Data from state-mandated assessments • Diagnostic tests • Projects and writing samples • Report Card evaluation

Planned Improvement in Student Performance in Reading -

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • All curriculum development at JAA is based on the Common Core State Standards, integrated through the classical model. • John Adams Academy will disaggregate data by students in English Language Arts to determine strengths and weaknesses. • All students are taught through a variety of methodologies which are directly derived from the California State Standards and the Common Core Standards. 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			

<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • JAA uses programs that are approved and adopted by the State of California. • All students are taught using standards-based instructional materials that match their personal learning styles and academic levels. • Coursework at JAA is aligned with the California Common Core standards. 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • More instructional time improves growth in scholar achievement. This instructional time is used to add foreign language as a requirement in grades 2-12, as well as to add courses in technology, art, classic languages, public speaking, advanced group projects/simulations, and study skills. • JAA is committed to improved student performance as a key priority and will schedule the extra assistance necessary to accommodate individual students' needs and schedules. • Scholars who are not mastering the content being taught at their respective grade level can extend their school day by participating in before school, after school, Saturday school and/or summer school classes until such time as state assessments reflect that they are performing at or above grade level and, in the case of English learners, that they have been re-designated as proficient in English. 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			

Description of specific actions to Improve Student Achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • JAA has a computer with Internet access in every classroom, as well as two computer labs for student use. • Students use Riggs Institute's Writing and Spelling Road to Reading and Thinking literacy program to improve achievement in reading. 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Opportunities for training and staff development are provided to administrators, teachers, and classified staff. John Adams Academy offers ten staff development days annually where staff members can take advantage of professional growth opportunities in curriculum, teaching strategies, and methodologies.</p>	<p>Headmaster, Dean of Academics, Teachers, Staff</p> <p>Begin Fall 2014-ongoing</p>			
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • Parents and the community are very supportive of the educational program at JAA. Parents are active at the school site, participating in the Parent Service Organization, School Site Council, Safety Committee, and serving as volunteers in the classroom and as Art, Music and P. E. docents. The school also benefits from local businesses and community members serving as mentors to scholars through JAA's mentoring program. • All parents are taught how to understand the assessment data for their child and to help their child succeed in meeting the state standards. • JAA uses its school Web site and SARC to keep the school community informed. • The staff at JAA works regularly with all students and parents to report assessment results, to monitor progress and to provide support in meeting State Standards. 	<p>Headmaster, Dean of Academics, Teachers, Parents, Board of Directors, Community Members</p> <p>Begin Fall 2014-ongoing</p>			

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</p> <p>Parents and students have several resources for assistance in transitions from one level of the school program to another. Frequent parent/teacher conferences take place, particularly at the time of enrollment and at the beginning of a school year. Parents also have access to instructions and suggestions on the Web site and at the JAA library. JAA staff members are always available to answer parents' and students' questions, and to assist them with understanding school procedures.</p>	<p>Headmaster, Dean of Academics, Teachers, Parents</p> <p>Begin Fall 2014-ongoing</p>			
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Frequent monitoring through assessment is fundamental to establishing mastery of the grade appropriate skills. • Ongoing careful analysis of standards based assessments is an important monitoring technique at JAA to ensure students are making significant progress in attaining their academic goals. • The Board of Directors and staff will continue to review programs implemented at JAA each time new data arrives. 	<p>Headmaster, Dean of Academics, Teachers, Parents, Board of Directors</p> <p>Begin Fall 2014-ongoing</p>			
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>JAA is prepared to offer whatever assistance is needed to the lowest-performing student groups. The school gives special attention to scholars who experience achievement problems. There are seven counseling and support services staff members available. JAA also provides additional services for scholars with special needs, as identified by an Individualized Education Plan.</p>	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			
<p>10. Any additional services tied to student academic needs:</p> <p>For students who need additional assistance JAA provides instruction before school, after school, on Saturdays, and during the summer.</p>	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			

Performance Goal 1B: *All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2019-2020.*

<p>SCHOOL GOAL # 1B (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>Provide educational programs for every student to reach his/her optimum academic performance level in Mathematics.</p>	
<p>Student groups and grade levels to participate in this goal: All JAA students in grade K-12 will participate in this goal.</p>	<p>Anticipated annual performance growth for each group: 80% of scholars Grades 3-11 will scores proficient or higher on the CAASPP testing in the area of Mathematics. Results from 2012-2013 STAR reveal that 35% of these students are proficient or above.</p>
<p>Means of evaluating progress toward this goal: The Board of Directors, JAA staff, parents, and students will evaluate the progress toward this goal by the following general measures:</p> <ul style="list-style-type: none"> • CST results by grade level • Samples of student work • Results from other baseline assessment 	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Authentic assessments • Data from state-mandated assessments • Diagnostic tests • Projects and writing samples • Report Card evaluation

Planned Improvement in Student Performance in Mathematics

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • All curriculum development at JAA is based on the Common Core State Standards, integrated through the classical model. • John Adams Academy will disaggregate data by students in Mathematics to determine strengths and weaknesses. • All students are taught through a variety of methodologies which are directly derived from the California State Standards and the Common Core Standards. 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			

<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • JAA uses programs that are approved and adopted by the State of California. • All students are taught using standards-based instructional materials that match their personal learning styles and academic levels. • Coursework at JAA is aligned with the California Common Core standards. 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • More instructional time improves growth in scholar achievement. This instructional time is used to add foreign language as a requirement in grades 2-12, as well as to add courses in technology, art, classic languages, public speaking, advanced group projects/simulations, and study skills. • JAA is committed to improved student performance as a key priority and will schedule the extra assistance necessary to accommodate individual students' needs and schedules. • Scholars who are not mastering the content being taught at their respective grade level can extend their school day by participating in before school, after school, Saturday school and/or summer school classes until such time as state assessments reflect that they are performing at or above grade level and, in the case of English learners, that they have been re-designated as proficient in English. 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • JAA has a computer with Internet access in every classroom, as well as two computer labs for student use. • Students use College Preparatory Mathematics and Saxon Math programs to improve achievement in mathematics. 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Opportunities for training and staff development are provided to administrators, teachers, and classified staff. John Adams Academy offers ten staff development days annually where staff members can take advantage of professional growth opportunities in curriculum, teaching strategies, and methodologies.</p>	<p>Headmaster, Dean of Academics, Teachers, Staff</p> <p>Begin Fall 2014-ongoing</p>			
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • Parents and the community are very supportive of the educational program at JAA. Parents are active at the school site, participating in the Parent Service Organization, School Site Council, Safety Committee, and serving as volunteers in the classroom and as Art, Music and P. E. docents. The school also benefits from local businesses and community members serving as mentors to scholars through JAA's mentoring program. • All parents are taught how to understand the assessment data for their child and to help their child succeed in meeting the state standards. • JAA uses its school Web site and SARC to keep the school community informed. • The staff at JAA works regularly with all students and parents to report assessment results, to monitor progress and to provide support in meeting State Standards 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</p> <p>Parents and students have several resources for assistance in transitions from one level of the school program to another. Frequent parent/teacher conferences take place, particularly at the time of enrollment and at the beginning of a school year. Parents also have access to instructions and suggestions on the Web site and at the JAA library. JAA staff members are always available to answer parents' and students' questions, and to assist them with understanding school procedures</p>	<p>Headmaster, Dean of Academics, Teachers, Parents</p> <p>Begin Fall 2014-ongoing</p>			
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Frequent monitoring through assessment is fundamental to establishing mastery of the grade appropriate skills. • Ongoing careful analysis of standards based assessments is an important monitoring technique at JAA to ensure students are making significant progress in attaining their academic goals. • The Board of Directors and staff will continue to review programs implemented at JAA each time new data arrives. 	<p>Headmaster, Dean of Academics, Teachers, Board of Directors</p> <p>Begin Fall 2014-ongoing</p>			
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>JAA is prepared to offer whatever assistance is needed to the lowest-performing student groups. The school gives special attention to scholars who experience achievement problems. There are seven counseling and support services staff members available. JAA also provides additional services for scholars with special needs, as identified by an Individualized Education Plan.</p>	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			
<p>10. Any additional services tied to student academic needs:</p> <p>For students who need additional assistance JAA provides instruction before school, after school, on Saturdays, and during the summer.</p>	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			

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

<p>SCHOOL GOAL # 2 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>Provide educational programs to help English Language Learners reach their optimum academic performance level.</p>	
<p>Grade levels to participate in this goal: All English Language Learners in grades K-12 enrolled at JAA.</p>	<p>Anticipated annual performance growth: All LEP students K-12 will experience academic growth. EL scholars will advance at least one performance level on the CELDT each academic year. 40% of EL scholars will gain English proficiency within five years of initial classification as an EL scholar.</p>
<p>Means of evaluating progress toward this goal: The Board of Directors, JAA staff, parents, and students will evaluate the progress toward this goal by the following general measures:</p> <ul style="list-style-type: none"> • CST results by grade level • Samples of student work • Results from other baseline assessment 	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Authentic assessments • Data from state-mandated assessments • Diagnostic tests • Projects • Report Card evaluation

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

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p>1. The programs and activities to be developed, implemented, and administered and how the SSD will use the these funds to meet all annual measurable achievement objectives described in Section 3122</p> <ul style="list-style-type: none"> All students who indicate that their home language is other than English will have the California English Language Development Test (CELDT) administered to them within thirty days of initial enrollment and at least annually thereafter between mid August and October 31st until re-designated as fluent English proficient . JAA will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing. All LEP goals and objectives will be reviewed regularly. Student goals and objectives will be improved and/or modified based on the achievement of the goals and objectives met. The school will continue to provide education for parents and teachers about the value, purpose, and use of CAHSEE and benchmark assessments as a means to better teach/re-teach standards-based curriculum, as well as understanding the results and applying them to home/independent study. The majority of JAA students will implement usage of the recommended English-Language Arts curriculum (including writing) incorporating ongoing, curriculum-based assessment. Struggling students will be quickly identified and provided with strategic or intensive intervention. JAA will encourage teachers to use resources available to improve instruction. 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			

	<p>2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <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)) <ul style="list-style-type: none"> • The strategies listed above in Required Activities #1 describe the ways in which JAA monitors the success of each child including their LEP students. Individual student performance will continue to be reviewed after each benchmark test. • The Board of Directors and staff will review and make any changes necessary in order to ensure JAA meets all achievement objectives as they are described in Title III, Section 3122. 	<p>Headmaster, Dean of Academics, Teachers, Board of Directors</p> <p>Begin Fall 2014-ongoing</p>			
	<p>3. How the SSD will promote parental and community participation in LEP programs</p> <p>JAA uses its school Web site, SARC, and regular parent meetings to communicate its mission and purpose to the school community. JAA materials are translated into Spanish as needed so limited or non-English speaking parents can have access to the information.</p>	<p>Headmaster, Dean of Academics, Teachers, Parents, Community Members</p> <p>Begin Fall 2014-ongoing</p>			

	<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency • Academic achievement in the core academic subjects • Teachers will be trained to use differentiating instruction to meet the needs of all learners, including LEP students, based on their academic and language readiness. • Teachers will also use report cards, standardized test scores, CELDT scores and any other assessments in the core academic areas to assess and modify the EL program. 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			
<p>Required Activities</p>	<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills d. long term effect will result in positive and lasting impact on teacher performance in the classroom <ul style="list-style-type: none"> • All JAA teachers are fully credentialed by the state. • Teachers are provided with ongoing support and professional development opportunities designed to enhance the quality of their teaching. 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			

Allowable Activities	Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
	1. Upgrade to program objectives and effective instructional strategies, if applicable				
	2. Any: <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students and/or b. intensified instruction <ul style="list-style-type: none"> • JAA provides tutoring/mentoring based on individual needs and periodic assessments. • LEP students experiencing academic difficulties can attend before school, after school, Saturday and/or summer school classes. • JAA has had success using Specially Designed Academic Instruction in English (SDAIE) and Riggs Institute's Writing and Spelling Road to Reading and Thinking literacy program as part of the curriculum for LEP students. 	Headmaster, Dean of Academics, Teachers Begin Fall 2014-ongoing			
	3. How programs for English Learners are coordinated with other relevant programs and services The JAA focus is on improving instruction for all students, and programs for English Learners are incorporated into the overall curriculum available to all students enrolled at JAA.	Headmaster, Dean of Academics, Teachers Begin Fall 2014-ongoing			
	4. Any other activities designed to improve the English proficiency and academic achievement of LEP children All strategies discussed in all sections of ELL/Title III funds are designed toward this goal.	Headmaster, Dean of Academics, Teachers Begin Fall 2014-ongoing			

	<p>5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families –</p> <ul style="list-style-type: none"> a. To improve English language skills of LEP children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children <ul style="list-style-type: none"> • Translation is provided as needed for all communication with parents. • The school has created a nurturing environment which encourages all parents to be involved. 	<p>Headmaster, Dean of Academics, Teachers, Parents</p> <p>Begin Fall 2014-ongoing</p>			
	<p>6. Efforts to improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs <ul style="list-style-type: none"> • JAA's technology program is strong and varied, offering all students, including LEP children, a wide range of programs and options in electronic instruction. • JAA has a computer with Internet access in every classroom, as well as two computer labs for student use. 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			
	<p>7. Other activities consistent with Title III or EIA/LEP funds</p> <ul style="list-style-type: none"> • JAA will continue to analyze LEP curriculum, plans, needs, strengths and weaknesses. • Efforts will be made to increase the intensity of program content by using assessments effectively. 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			

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

Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source	
Required Activities	<ol style="list-style-type: none"> 1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol 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>Note: Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>				
<p>SSD Parent Notification Failure to Make Progress If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.</p>				

Plans to Provide Services for Immigrants

(JAA is not applying for this funding.)

IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding, complete this table (per Sec. 3115(e)). Please describe:		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.				
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.				
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.				
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.				
	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.				
	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.				
	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.				

Performance Goal 3: *By 2019-2020, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • All teachers are fully credentialed with the State of California. • Multi-tiered professional development is provided to meet the varying needs and abilities of staff, such as in-service days, monthly meetings, professional conferences, involvement in county offerings, and curriculum and instruction training. • Program staff meetings provide excellent opportunities for teacher collaboration. • Teachers are encouraged and supported in attending professional workshops to support any standards based curriculum that is taught at JAA. 	<ul style="list-style-type: none"> • JAA would like to expand the use of technology to provide more frequent professional development opportunities to staff. • The John Adams Academy Headmaster and other administrators, as appropriate, plan to attend workshops of the California Charter Schools Association and the Charter Schools Development Center to ensure that they have a solid working knowledge of all aspects of managing and operating a charter school.

Performance Goal 3: *By 2019-2020, all students will be taught by highly qualified teachers.*

SCHOOL GOAL # 3

(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)

All teachers at JAA will be Highly Qualified.

Student groups and grade levels to participate in this goal:

All JAA students K-12, all credentialed teachers

Anticipated annual performance growth for each group:

All teachers will attain additional Highly Qualified classification through the State of California.

Means of evaluating progress toward this goal:

JAA will comply with Education Code Section 47605(l), which states in pertinent part:

“Teachers in charter schools shall be required to hold a Commission on Teachers Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Data to be collected to measure academic gains:

Certification as as Highly Qualified Teacher through the State of California

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>JAA utilizes training seminars/workshops provided by the school’s administrators and by the California Charter Schools Association to ensure that all teachers properly employ Standards-based, Common Core, and intervention strategies.</p>	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</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>JAA believes that although teachers are considered Highly Qualified by the State of California, it is still important for them to continue to grow and learn to improve their own skills, to ultimately improve student academic achievement.</p>	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			
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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> <ul style="list-style-type: none"> All teachers receive appropriate training on curriculum, standards, and methods. This enables them to improve their expertise in providing the most appropriate instruction for each student. The results can be measured through achievement scores in sub-categories by state standardized and other independent testing. Teachers continually modify instructional practices based on the latest research in education. Instructional practices at JAA facilitate the access and success for all students to a challenging, relevant, and coherent curriculum. 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</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>JAA will closely monitor and document each strand of funding with the assistance of their financial management company.</p>	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</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) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> Teachers and administrators will review professional development practices and determine whether or not they are meeting the needs of the staff. Each year JAA dedicates ten full days for professional development. In addition, each month, staff trains on new materials and processes and collaborates on problem solving. 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			

<p>6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <ul style="list-style-type: none"> • JAA will provide training for any new technology purchased. • In addition, the school will take advantage of professional development opportunities for the use of technology provided by district, county and state offices, as well as education companies and organizations. 	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</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>JAA will continue to research new technology programs to ensure that the school's IT offerings are up to date, and that teachers are provided with the relevant training as needed.</p>	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			
<p>8. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the SSD Plan:</p> <p>All stakeholders were involved in the Single Plan for Student Achievement. Once the draft LEA Plan was completed, it was reviewed by members of the JAA Board of Directors, staff, and parents and modified to incorporate the most recent data/approaches. The completed LEA Plan was submitted to the JAA Board of Directors for a final review, approval at a public meeting, and signature.</p>	<p>Headmaster, Dean of Academics, Teachers, Parents, Board of Directors</p> <p>Begin Fall 2014-ongoing</p>			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the SSD will provide training to enable teachers to:</p> <ul style="list-style-type: none"> a. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn c. Involve parents in their child's education and d. Understand and use data and assessments to improve classroom practice and student learning <p>JAA will arrange for administrators, teachers and other staff members to attend conferences, trainings and workshops on these topics offered by district, county or state offices or by other community partners.</p>	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			
<p>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119:</p> <p>JAA will plan professional development sessions that focus on improving teaching, use of technology, best practices, and intervention strategies.</p>	<p>Headmaster, Dean of Academics, Teachers</p> <p>Begin Fall 2014-ongoing</p>			

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

John Adams Academy supports a safe and drug-free environment but will not be applying for this funding.

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS

Environments Conducive to Learning (Activities):

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

ACTIVITIES



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

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

STRENGTHS	NEEDS

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: _ / _ / _ 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 SSD'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 SSD'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 SSD'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 SSD’s efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the SSD’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities. ***This page does not apply to districts with no secondary students.***

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation
<p>5.1 (High School Graduates)</p>	<p>In order to increase high school graduation rates, a variety of techniques must be implemented. These include:</p> <ul style="list-style-type: none"> • Monitoring student progress on a regular basis, so students maintain satisfactory academic achievement. • Discussing individual plans with students and parents • Providing intensive CAHSEE instruction for students who have not passed the exit exam • Encouraging students to take advantage of opportunities to break through the barriers to attending college, such as concurrent enrollment in community college classes 	<p>All 9th-12th graders</p>	<p>Headmaster, Dean of Academics, Teachers, Parents</p>	<p>Credit completion, graduation rate</p>

<p>5.2 (Dropouts)</p>	<p>Dropouts are of concern, and the school takes the following steps to prevent them:</p> <ul style="list-style-type: none"> • Increased communication with students and parents when students are identified as at-risk of dropping out • Appropriate intervention strategies based on students' academic needs • Continued efforts to analyze and address the reasons for high school dropouts, and making the necessary changes in the curriculum and school structure 	<p>All 9th-12th graders</p>	<p>Headmaster, Dean of Academics, Teachers, Parents</p>	<p>Dropout rates</p>	
<p>5.3 (Advanced Placement)</p>	<p>All JAA high school students have access to Advanced Placement classes if appropriate and in keeping with a student's course of study.</p>	<p>All 9th-12th graders</p>	<p>Headmaster, Dean of Academics, Teachers, Parents</p>	<p>Curriculum offerings</p>	

Additional Mandatory Title I Descriptions

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

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

<p>teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</p> <ul style="list-style-type: none"> • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	
<p>For targeted assistance programs (TAS), describe how the SSD will identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>JAA uses a targeted assistance program to meet the needs of all students</p> <p>As described in the Performance Goals 1A and 1B, students will be assessed based on a collection of data that is fully aligned with the state content standards and with the Common Core Standards.</p> <p>JAA is committed to improved student performance as a key priority and will schedule tutors as necessary to accommodate individual students’ needs and schedules.</p> <p>All teachers are fully credentialed and considered Highly Qualified by the State of California. See Performance Goal 3 for more detail.</p> <p>JAA will arrange for administrators, teachers and other staff members to attend conferences, trainings and workshops on education and teaching topics offered by district, county or state offices or by other community partners.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> Identify children who are failing or most at risk of failing to meet the state academic content standards. Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. <p>Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</p>	<ul style="list-style-type: none"> Student progress is measured and analyzed regularly, and education decisions are based on valid data. Students performing below normal grade level range are referred to intervention programs. Low achieving students are often identified through regular visits with the teacher, through a conversation with the parent or classroom teacher, or through diagnostic testing. The protocol JAA uses for identifying students who are most at risk is based on their testing. Scholars scoring Basic, Below Basic, or Far Below Basic on the previous year's adopted standardized test in any one subtest score, or those who are at least one year below grade level in the areas of reading, writing, math, oral language, science or history as identified by interim assessments are recommended for academic intervention. There are seven counseling and support services staff members available. JAA provides additional services for scholars with special needs, as identified by an Individualized Education Plan.
<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>Students who are identified as being homeless receive supportive services immediately from school staff. All students who are identified as "at risk" are taught and monitored using the interventions listed above.</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>Children who are identified as neglected or delinquent receive supportive services immediately and, as necessary, CPS and the police (if needed) are immediately contacted.</p>

Additional Mandatory Title I Descriptions

(continued)

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

Additional Mandatory Title I Descriptions

(continued)

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

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the SSD will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>Describe the SSD's strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<ul style="list-style-type: none"> • JAA sponsors a variety of professional development activities for staff. • JAA offers a competitive salary and benefit package. • JAA treats staff and teachers with respect, and encourages an environment that rewards teachers, administrators, and staff for their dedication.
<p>Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the school and in their children's education.</p>	<p>All parents are an important part of their children's programs at JAA, and are included in formulating and monitoring their children's education program. JAA uses its school Web site, SARC, and frequent parent/teacher meetings to increase parental involvement.</p>

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 to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.</p>	<ul style="list-style-type: none"> • The ongoing goal setting for all students helps diminish any duplication or fragmentation of instruction. • As described in this document, all LEP students will be CELDT tested and their academic needs will be reviewed and addressed based on said assessments. • Resources for programs such as Even Start, preschool programs, and local health programs are made available to all parents.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The SSD, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The SSD, hereby, assures that:

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

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

Shane Schulthies, Headmaster
Print Name of Superintendent

Signature of Superintendent

Date

School Site Council Recommendations and Assurances

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

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

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other (**list**)

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

Attested:

Typed name of school principal

Signature of school principal Date

Typed name of SSC chairperson

Signature of SSC chairperson Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

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

APPENDIX D

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

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

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

APPENDIX E

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

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

APPENDIX F

Appendix F: Sample School and Student Performance Data Forms

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

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

Table 1: Academic Performance by Ethnicity

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP																				
		All Students			White			African-American			Hispanic			Asian								
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#																					
	%																					
Number and Percent At Basic	#																					
	%																					
Number and Percent Below Basic	#																					
	%																					
Number and Percent Far Below Basic	#																					
	%																					
TOTAL NUMBER AND PERCENT	#																					
	%																					

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 2: Academic Performance by Grade Level

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR _____ STUDENTS																				
		Grade: ____			Grade: ____			Grade: ____			Grade: ____			Grade: ____			Grade: ____					
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#																					
	%																					
Number and Percent At Basic	#																					
	%																					
Number and Percent Below Basic	#																					
	%																					
Number and Percent Far Below Basic	#																					
	%																					
TOTAL NUMBER AND PERCENT	#																					
	%																					

Conclusions indicated by the data:

- 1.
- 2.
- 3.

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP																										
	All Students			White			African-American			Asian			Hispanic			English Learners			Redesignated-Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate																											
Number At or Above Proficient																											
Percent At or Above Proficient																											
AYP Target																											
Met AYP Criteria																											

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP																										
	All Students			White			African-American			Asian			Hispanic			English Learners			Redesignated-Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate																											
Number At or Above Proficient																											
Percent At or Above Proficient																											
AYP Target																											
Met AYP Criteria																											

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
Total												

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 6: Multi-Purpose Form

Academic, Demographic, Grade Span, or Program Area:

Level Achieved	DATA BY _____																								
	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	

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