(Rev 3-07)
California Department of Education
School and District Accountability Division (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): Ánimo City of Champions Charter High School

County/District Code: 19-10199-0136119

Dates of Plan Duration (should be five-year plan): July 1, 2018 – June 30, 2023

Date of Local Governing Board Approval: June 29, 2018

District Superintendent: Cristina De Jesus

Address: 1149 South Hill Street, Suite 600

City: Los Angeles Zip code: 90015

Phone: 323-565-1600 Fax: 323-565-1610

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.

Cristina De Jesus

Printed or typed name of Superintendent | Date | Signature of Superintendent

Kevin Reed

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

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Part I
Background and Overview

Federal and State Programs Checklist

District Budget for Federal and State Programs

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
X	Title IV, Part A Student Support and Academic Enrichment (SSAE)		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)
X	*Individuals with Disabilities Education Act* (IDEA), Special Education		English Language Acquisition Program
	21st 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	$0	$66,917	$66,917	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	$0	$7,737	$7,737	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	$2,351	$2,451	$4,802	100%
Title III, Immigrants				
Title IV, Part A Student Support and Academic Enrichment (SSAE)	$0	$10,000	$10,000	100%
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	$0	$25,353	$25,353	100%
21st Century Community Learning Centers				
Other (describe)				
TOTAL	**$2,351**	**$112,458**	**$114,809**	**100%**

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
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*

District Profile

Performance Goals 1A and 1B

Performance Goal 2

Performance Goal 3

Needs Assessment

Ánimo City of Champions Charter High School (CHA) was developed in collaboration with the community that had requested a Green Dot Public Schools California (GDPSC) high school in their neighborhood. In preparation to open a new high school, GDPSC conducted a needs assessment and created a comprehensive plan that focused on: student academic performance, teacher quality and school safety.

The needs assessment informed a comprehensive plan that will ensure CHA is successful in ensuring all students in the schoolwide program are prepared for college, leadership and life. This includes economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, limited English proficient students and immigrant students.

Schoolwide reform strategies:

- GDPSC is a non-profit charter management organization operating 19 successful charter schools and serving over 11,500 students in Los Angeles. Through our work at the high school level, GDPSC recognized a need to enter students into our program earlier in their educational careers. CHA's reform strategy is based on three main components: GDPSC's core values, GDPSC's theory of change and GDPSC's academic model. Emphasized in these three components are: the inclusion of all stakeholders in the education process, a culture of transparency/accountability, and the elimination of barriers to learning (such as safety and the need for social-emotional supports).

Instruction by highly qualified teachers:

- CHA is committed to hiring a diverse faculty composed of the best staff possible. Teachers pass through GDPSC's rigorous multi-step hiring and selection process that includes: an online application, a phone screen, lesson plan submission, interview day with GDPSC Human Capital, interview day at school as well as reference and background checks.

High-quality and ongoing professional development:

- Professional development for teachers and school site leaders is a critical component of CHA and GDPSC's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Examples include: Teacher Buddy Program, Annual Training/Retreat, Mid-Year Retreat, Weekly Staff Development, Weekly Staff collaboration, Department Norming Days and GDPSC-wide Staff Development.

Strategies to attract highly qualified teachers:

- CHA will benefit from GDPSC's rigorous national recruitment process that specifically looks for candidates who demonstrate an unwavering belief in the potential of all students. GDPSC partners with local universities and colleges, including University of California, Los Angeles, Loyola Marymount University and University of Southern California.

Strategies to increase parental involvement:

- As a public charter school, CHA is not permitted to require parent volunteer hours. However, parents are encouraged to participate in their child's education by attending School Parent Meetings, participating in the School Advisory Council, and frequently communicating with the school. Parents are also invited to participate in United Parents, GDPSC's community organizing arm that teaches parents how to voice their concerns about issues such as community safety, better jobs, and cleaner streets.

Measures to include teachers in decision-making:

- GDPSC has had an organized teacher work-force since its inception. Asociación de Maestros Unidos (AMU) is its own bargaining unit, but is an affiliate of the California Teachers Association (CTA). GDPSC has developed a uniquely collaborative relationship with its certified employee union and values their voice in the decision-making at the organization and school-site level.

Academic support and intervention:

- CHA has a scheduled of intervention and accelerations courses available to students based on their needs. Students participate in Summer Bridge, a recommended multi-week summer program that acclimates students to the school culture and allows the school to identify students for special needs, English Learner levels, non-proficiency standards and social-emotional supports. Based on this assessments, students will have access to a variety of programs including Literacy Intervention/Enrichment, Math Foundations, English Language Development, Special Needs/Academic Success, etc.

Coordination and integration of Federal, State and Local services/programs:

- CHA will benefit from GDPSC's robust finance team. The Finance Team will ensure that CHA is able to maximize funding from Federal, State and Local Services/Programs. CHA is committed to using all services and programs available to the school.

Note, required comprehensive plan elements related to preschool students are not applicable to CHA, which is a high school serving students in grades nine through twelve.

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.

MISSION
Ánimo City of Champions Charter High School (CHA) is leading the charge to transform public education in Los Angeles and beyond so that all children receive the education they need to be successful in high school, college, leadership and life. The school will achieve this mission by providing a small, high school preparatory program where all stakeholders (administrators, teachers, parents, community) actively engage in the education process. We will create a student-centered environment that unifies the efforts of family, community and school to foster life-long learning, cross-cultural competency, social responsibility and academic excellence.

CORE VALUES
CHA is dedicated to the core values of Green Dot Public Schools California (GDPSC):

1. An Unwavering Belief in all Students' Potential
2. Passion for Excellence
3. Personal Responsibility
4. Respect for Others and the Community
5. All Stakeholders are Critical in the Education Process

CORE BELIEFS
We believe that all students can and will succeed if given the appropriate resources. Our aim is to provide all students access to high-quality instruction, social-emotional support, and community resources so they are prepared for high school, college, leadership and life.

BACKGROUND
Ánimo Charter High School 12 will begin serving students in the 2017-2018 school year. This school was established based on demand from parents in the community whose students have attended Ánimo Inglewood Charter High School, a US News and World Report ranked Green Dot high school. Parents have requested another hgih school option in the Inglewood community for years. Furthermore, because Ánimo Charter High School 12 is part of Green Dot, we anticipate strong collaboration and mentorship programs between high school students in the Green Dot network.

DEMOGRAPHIC INFORMATION: 2018-2019
Below is a description of the projected student demographics at CHA for the 2018-2019 school year:

ENROLLMENT: 162 students in ninth grade in the 2017-2018 school year. The school plans to add one grade level at a time until it serves 650 students in grades nine through twelve.

ETHNICITY:

- 45.7% of students will be Latino
- 51.9% of students will be African-American
- 2.5% of students identify as Other

SOCIO-ECONOMIC STATUS (SES): 85.2% of students will participate in the Free and Reduced Lunch Program

ENGLISH LANGUAGE LEARNERS: 12.3% of students will be identified as English Language Learners

Performance Goal 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2018-2019.

SCHOOL GOAL # 1 The school will offer 11th grade and administer the SBAC in the 2019-2020 school year.	
Student groups and grade levels to participate in this goal: • All 11th grade students.	Anticipated annual performance growth for each group: • The school will offer 11th grade and administer the SBAC in the 2019-2020 school year.
Means of evaluating progress toward this goal: • Interim assessments will be administered a minimum of 4 times per year in ELA. • Both the ILT and English/Literacy teachers will examine the results of the interim assessments to identify students who are not scoring proficient or higher. Teachers will target instruction to support those students in reaching proficiency. • The Reading Inventory (RI) will be administered 3 times per year to all students. • Students requiring additional supports may participate in after school programming focused on reaching proficiency. • The ILT will review interim assessments and SAC will examine the results (disaggregated by sub-groups) to identify areas of strength and need, and to revise strategic plans.	Data to be collected to measure academic gains: • ELA interim assessment data • Smarter Balanced (SBAC) results for ELA • Performance tasks for ELA • Reading Inventory (RI) scores of students enrolled in Literacy Intervention

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
1. Alignment of instruction with content standards: The school will take the following steps to align instruction with content standards: • Adopt a four-year English Language Arts pathway that accomplishes the following: • Aligns curriculum to standards	ELA Department Chair Professional Development (16 hours during summer and quarterly) will support school to	1100 -- Certificated Salaries 3401 -- Benefits 1117 -- Teacher Summer Salaries 1130 -- Instructional	$422,724 $54,335 $1,215 $740	Title I Title II General Fund Title IV

• Incorporates data from formative assessments tools and practices to inform student learning about higher-level knowledge • Incorporates interim assessments to measure student learning (interim assessment selection will reflect all students' needs, including EL students) • Offers a writing program that can be adapted across content areas • Adopt a comprehensive Literacy Intervention program that includes the following: • Includes additional Literacy Intervention courses at each grade level - with explicit entrance and exit criteria - to ensure students reach college readiness • Offers additional Literacy Enrichment courses - with explicit entrance and exit criteria - to ensure students reach college readiness Green Dot Public Schools California (GDPSC) will provide administrators with training to ensure they can appropriately evaluate and coach teachers in their respective content areas	develop standards-aligned curriculum ELA/Literacy Teacher Professional Development (18 hours over 3 full-day sessions) will support teachers to implement a research-based literacy intervention program Literacy Intervention Teachers participate in ongoing instructional coaching with a Green Dot Curriculum Specialist (4 hours per month) Principal & Assistant Principal Professional Development (35 hours over 2 summer days and monthly professional development days) will ensure that leaders have the skills and knowledge to effectively evaluate and coach teachers.	Leadership Stipends		
2. Use of standards-aligned instructional materials and strategies: • The school will utilize diagnostic and interim data to determine student placement and academic progress. Instructional materials and strategies will be adopted to meet specific student academic needs. • The school will adhere to an instructional materials	Administrator, Counselor and ELA Department Chair will meet (12 hours twice per year) to determine student placement.	1100 -- Certificated Salaries 4100 -- Textbooks and Curricula Materials 1300 -- Administrator Salaries 1130 -- Stipend for EL	$10,568 $43,725 $2,122 $740	Title II General Fund Title III

adoption process that achieves the following: • Ensures that materials align with appropriate standards • Ensures that materials are vertically aligned across grade levels • Ensures that materials offer multiple opportunities for students to master standards • Ensures that students are given college-ready writing and critical reading skills. • The school will adopt instructional strategies that achieve the following: • Lesson plans will clearly identify 3-part learning objectives (including content, level of cognition and proving behavior) that align to standards • Lessons will offer a structure that allows for students to master a standards-aligned objective, including: a warm-up, input, guided practice and independent practice. Lessons will further offer structured engagement strategies and a proving behavior.	ELA Teachers (3 hours) will meet to determine course offerings and review curricular materials ELA Teachers (6 hours, quarterly) will meet to review student achievement data, determine individual student intervention needs and consider programmatic changes. ELA Teachers will attend organization wide, content-specific training (21 hours over 2 full and 3 half days) focused on developing instructional strategies.	Lead		
3. Extended learning time: The school will offer the following opportunities for extended learning time: • In addition to their grade level English course, students in need of additional supports will be placed in a second block of literacy intervention (System 44 or Read 180) at each grade level • In addition to their grade level English course, proficient students will be placed in a second block of enrichment (Drama, Composition or Investigations) at each grade level. Student placement will be determined through the following measures: historical achievement data, SRI scores, Interim	Literacy Instructors (3.0 FTE per campus) will be hired to teach intervention courses.	1100 -- Certificated Salaries 3401 -- Benefits	$105,681 $13,584	Title I Title II General Fund IDEA Title IV

Assessment scores, ELPAC scores, and the GAINS test, and consultation with parents/guardians.				

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
4. Increased access to technology: Students will have access to the following technologies: • Literacy intervention courses (System 44, Read 180) offer individual computer learning modules through a computer-adaptive instructional program • Literacy enrichment courses (Composition) offer individual computer learning modules • Computer labs provide instructor led instructional opportunities at all grade levels	All Teachers will have access to computer labs (approximately 2 days per semester)	4410 -- IT Equipment	$13,957	General Fund
5. Staff development and professional collaboration aligned with standards-based instructional materials: • GDPS will provide administrators and teachers with professional development and coaching focused on how to incorporate literacy standards across all content areas • GDPS will provide quarterly network-wide professional development sessions focused on how to support the teaching of literacy and analytical writing skills • Campus professional development sessions will provide literacy-focused professional development opportunities	Principal & Assistant Principal Professional Development (6 hours over 2 days) will ensure that leaders understand how to incorporate literacy skills across content areas. ELA Teachers will attend organization wide, content-specific training (21 hours over 2 full and 3 half days) focused on developing instructional strategies. All Teacher Professional Development (2 sessions at 90-minutes) will provide training for reading and writing across	1100 -- Certificated Salaries 3401 -- Benefits 1300 -- Administrator Salaries 5800 -- Professional Consulting Fees (for professional development providers)	$105,681 $13,584 $10,608 $2,362	Title I Title II General Fund Title IV

	the curriculum.			
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): • Semi-annually, the school's School Advisory Council (SAC), made up of staff, student and parent representatives, will review student data and the SSD Plan to reflect on progress and make adjustments to the plan as needed • The school's Instructional Leadership Team (ILT), made up of Department Chairs, will review student data and make recommendations to the SAC • The school will host two parent conferences and offer an opportunity to allow parents to review student achievement data • Parents will receive quarterly report cards	The SAC (10 meetings for 2 hours) comprised of one administrator, 4 teachers, parents and students, will review student data and the SSD plan, and make adjustments as needed. The ILT (Administrator and Department Chairs) will review student data and make recommendations for student intervention, programmatic changes, and professional development (6 hours over 2 meetings).	1100 -- Certificated Salaries 3401 -- Benefits 1300 -- Administrator Salaries 2200 -- Classified Staff Salaries	$10,568 $1,358 $2,122 $4,863	General Fund
7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): • The school will offer a summer bridge program for all incoming 9th grade and transfer students • The school will offer IEP transitional services • The school will offer after school programs focused on literacy enrichment The school will offer Advisory focused on study skills, academic consultancy, and college knowledge skills	10-Day Summer Bridge Program Run by Administrator, 2 ELA Teachers, 1 Instructional Aide (60 hours). School offers SPED programming (2.0 FTE Teachers and & 1 FTE Instructional Aide)	1117 -- Certificated Summer Salaries 2117 -- Instructional Aide Summer Salaries 1100 -- Certificated Salaries 3401 -- Benefits 2100 -- Instructional Aide Salaries 5800 -- Program Fees: After School Programs for Students and Families	$9,716 $- $84,545 $10,867 $- $4,724	IDEA General Fund Title I Title IV

8. Monitoring program effectiveness: • Read 180 and System 44 teachers will administer the SRI test to monitor student lexile growth. • The school will participate in all phases of the state's standards-based assessment system, including the CAASPP, ELPAC • The SAC will review state testing data to monitor programs and make adjustments to SSD plans on an annual basis • The ILT will review state testing data to monitor programs and make recommendations for next steps to the SAC • Teachers will regularly assess student mastery of standards through the analysis of interim assessment data and the examination of student work. Teachers will use multiple sources of data to adjust instruction and provide individual student intervention • Green Dot Education Team members will conduct an annual program review to evaluate school progress and recommend adjustments	Teachers administer assessments quarterly (1 day each) ELA Teachers administer CAASPP exams (1 day); Administrators and teachers administer ELPAC (2 weeks) SAC (10 meetings for 2 hours) comprised of one administrator, 4 teachers, parents and students, will review student data and the SSD plan, and make adjustments as needed. Administrator and ELA Teachers conduct interim assessment data analysis meetings (Quarterly for 1 hour) Program Review (Administrators and Green Dot Education Team for 3 hours) meeting to review student achievement data, teacher evaluation scores, strategic plans, curriculum and instruction.	1100 -- Certificated Salaries 3401 -- Benefits 1300 -- Administrator Salaries 4310 -- Testing Materials and Supplies	$10,568 $1,358 $2,122 $680	General Fund

9. Targeting services and programs to lowest-performing student groups: • Students in 11th grade with a lexile score of 950 or below participate in an intensive reading intervention program (System 44 or Read 180) • Students with a lexile score of 950 or above will participate in a writing elective.	Administrator, Counselor and ELA Department Chair will meet (12 hours twice per year) to determine student placement.	1100 -- Certificated Salaries 3401 -- Benefits 4100 -- Textbooks and Curricula Materials	$105,681 $13,584 $34,980	Title I General Fund Title IV
10. Any additional services tied to student academic needs: None	N/A	N/A	N/A	N/A

Performance Goal 1B: ***All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2018-2019.***

<table>
<tr><td colspan="2">SCHOOL GOAL # 1B

The school will offer 11th grade and administer the SBAC in the 2019-2020 school year.</td></tr>
<tr><td>Student groups and grade levels to participate in this goal:
All 11th grade students.</td><td>Anticipated annual performance growth for each group:
The school will offer 11th grade and administer the SBAC in the 2019-2020 school year.</td></tr>
<tr><td>Means of evaluating progress toward this goal:

Interim assessments will be administered a minimum of 4 times per year in Mathematics.
The results of the interim assessments will be examined by the ILT and Math teachers to identify students who are not scoring proficient or higher. Teachers will target instruction to support those students in reaching proficiency.
Monthly assessments in Math and Math Intervention courses will provide formative data on student mastery of standards.
Both the ILT and Math teachers will examine the results of the interim assessments and monthly assessments to identify students who are not scoring proficient or higher. Teachers will target instruction to support those students in reaching proficiency.
Students requiring additional supports may participate in after school programming focused on reaching proficiency.
The ILT will review interim assessments and SAC will examine the results (disaggregated by sub-groups) to identify areas of strength and need, and to revise strategic plans.</td><td>Data to be collected to measure academic gains:
Math interim assessment data
Smarter Balanced (SBAC) results for Math
Performance tasks for Math
Results of monthly course assessments</td></tr>
</table>

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

1. Alignment of instruction with content standards:
The school will take the following steps to align instruction with content standards:
• Adopt a four-year Math pathway that accomplishes the following:
  • Aligns curriculum to standards
  • Incorporates standards-based interim assessments to measure student learning
• Adopt a comprehensive Intervention program that includes the following:
  • Includes additional Math Intervention courses - with explicit entrance and exit criteria - to ensure students reach college readiness at each grade level
  • GDPSC will provide administrators with training to ensure they can appropriately evaluate and coach teachers
	Math Department Chair Professional Development (16 hours during summer and quarterly) will support school to develop standards-aligned curriculum
	
	Math Intervention Teachers participate in ongoing instructional coaching with a Green Dot Curriculum Specialist (4 hours per month)
	
	Principal & Assistant Principal Professional Development (35 hours over 2 summer days and monthly professional development days) will ensure that leaders have the skills and knowledge to effectively evaluate and coach teachers.
		1100 -- Certificated Salaries
		3401 -- Benefits
		1117 -- Teacher Summer Salaries
		1130 -- Instructional Leadership Stipends
			$422,724
			$54,335
			$1,215
			$740
				Title I
				Title II
				General Fund
				Title IV

2. Use of standards-aligned instructional materials and strategies: • The school will utilize diagnostic and interim data to determine student placement and academic progress. Instructional materials and strategies will be adopted to meet specific student academic needs. • The school will adhere to an instructional materials adoption process that achieves the following:	Administrator, Counselor and Math Department Chair will meet (6 hours twice per year) to determine student placement.	1100 -- Certificated Salaries 4100 -- Textbooks and Curricula Materials 1300 -- Administrator Salaries 1130 -- Stipend for EL Lead	$10,568 $43,725 $2,122 $740	Title II General Fund

• Ensures that materials align with appropriate standards • Ensures that materials are vertically aligned across grade levels • Ensures that materials offer multiple opportunities to master standards • The school will adopt instructional strategies that achieve the following: • Lesson plans will clearly identify 3-part learning objectives (including content, level of cognition and proving behavior) that align to standards • Lessons will offer a structure that allows for students to master a standards-aligned objective, including: a warm-up, input, guided practice and independent practice. Lessons will further offer structured engagement strategies and a proving behavior.	Math Teachers (3 hours) will meet to determine course offerings and review curricular materials Math Teachers (6 hours, quarterly) will meet to review student achievement data, determine individual student intervention needs and consider programmatic changes. Math Teachers will attend organization wide, content-specific training (21 hours over 2 full and 3 half days) focused on developing instructional strategies.			
3. Extended learning time: The school will offer the following opportunities for extended learning time: • In addition to their grade level Math course, students in need of additional support will be placed in a second block of math intervention • Student placement will be determined through the following measures: historical achievement data, interim assessment scores, monthly interim assessment scores, and consultation with parents/guardians.	Math Intervention (2.0 FTE per campus) will be hired to teach intervention courses.	1100 -- Certificated Salaries 3401 -- Benefits	$105,681 $13,584	Title I Title II General Fund IDEA Title IV

Description of specific actions to Improve Student Achievement in **Mathematics** and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: Students will have access to the following technologies: • Computer labs provide instructor led instructional opportunities at all grade levels	All Teachers will have access to computer labs (approximately 2 days per semester)	4410 -- IT Equipment	$13,957	General Fund
5. Staff development and professional collaboration aligned with standards-based instructional materials: • GDPSC will provide administrators and teachers with professional development and coaching focused on how to effectively teach math standards • GDPSC will provide quarterly network-wide professional development sessions focused on how to support the teaching of math • Campus professional development sessions will provide math-focused professional development opportunities	Principal & Assistant Principal Professional Development (6 hours over 2 days) will ensure that leaders understand how to incorporate literacy skills across content areas. Math Teachers will attend organization wide, content-specific training (21 hours over 2 full and 3 half days) focused on developing instructional strategies. All Teacher Professional Development (2 sessions at 90-minutes) will provide training for literacy across the curriculum including Math.	1100 -- Certificated Salaries 3401 -- Benefits 1300 -- Administrator Salaries 5800 -- Professional Consulting Fees (for professional development providers)	$105,681 $13,584 $10,608 $2,362	Title I Title II General Fund Title IV
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): • Semi-annually, the school's SAC, made up of staff, student and parent representatives, will review	The SAC (10 meetings for 2 hours) comprised of one administrator, 4 teachers, parents and	1100 -- Certificated Salaries 3401 -- Benefits 1300 -- Administrator Salaries	$10,568 $1,358 $2,122 $4,863	General Fund

student data and the SSD Plan to reflect on progress and make adjustments to the plan as needed • The school's ILT, made up of Department Chairs, will review student data and make recommendations to the SAC • The school will host two parent conferences and offer an opportunity to allow parents to review student achievement data • Parents will receive quarterly report cards	students, will review student data and the SSD plan, and make adjustments as needed. The ILT (Administrator and Department Chairs) will review student data and make recommendations for student intervention, programmatic changes, and professional development (6 hours over 2 meetings)	2200 -- Classified Staff Salaries		
7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): • The school will offer a summer bridge program for all incoming 9th grade and transfer students • The school will offer IEP transitional services • The school will offer after school programs focused on math remediation and enrichment • The school will offer Advisory focused on study skills, academic consultancy, and college knowledge skills	10-Day Summer Bridge Program Run by Administrator, 2 Math Teachers, 1 Instructional Aide (60 hours) School offers SPED programming (2.0 FTE Teachers and & 1 FTE Instructional Aide)	1117 -- Certificated Summer Salaries 2117 -- Instructional Aide Summer Salaries 1100 -- Certificated Salaries 3401 -- Benefits 2100 -- Instructional Aide Salaries 5800 -- Program Fees After School Program	$9,716 $- $84,545 $10,867 $- $4,724	IDEA General Fund Title I Title IV
8. Monitoring program effectiveness: • The school will participate in all phases of the state's standards-based assessment system, including the CAASPP, ELPAC, • The SAC will review state testing data to monitor programs and make adjustments to SSD plans on an annual basis • The ILT will review state testing data to monitor programs and make recommendations for next steps	Math Department Chair Professional Development (16 hours during summer and quarterly) will support school to develop standards-aligned curriculum	1100 -- Certificated Salaries 3401 -- Benefits 1300 -- Administrator Salaries 4310 -- Testing Materials and Supplies	$10,568 $1,358 $2,122 $680	General Fund

to the SAC • Teachers will regularly assess student mastery of standards through the analysis of interim assessment data and the examination of student work. Teachers will use multiple sources of data to adjust instruction and provide individual student intervention • Green Dot Education Team members will conduct an annual program review to evaluate school progress and recommend adjustments	Math Intervention Teachers participate in ongoing instructional coaching with a Green Dot Curriculum Specialist (4 hours per month) Principal & Assistant Principal Professional Development (35 hours over 2 summer days and monthly professional development days) will ensure that leaders have the skills and knowledge to effectively evaluate and coach teachers.			

9. Targeting services and programs to lowest-performing student groups: • Any entering 9th grade student that received a grade of D or below from 8th grade (regardless of course) and/or students who place in the lowest two bands of the placement exam, will take a double block of Algebra 1 and Math Support during their 9th grade year. • Students earn a grade of D or F in Algebra 1, and/or score below basic on the interim assessments will be placed in a 10th grade intervention course.	Administrator, Counselor and Math Department Chair will meet (6 hours twice per year) to determine student placement. Math Teachers (3 hours) will meet to determine course offerings and review curricular materials Math Teachers (6 hours, quarterly) will meet to review student achievement data, determine individual student intervention needs and consider programmatic changes. Math Teachers will attend organization wide, content-specific training (21 hours over 2 full and 3 half days) focused on developing instructional strategies.	1100 -- Certificated Salaries 3401 -- Benefits 4100 -- Textbooks and Curricula Materials	$105,681 $13,584 $34,980	Title I General Fund Title IV
10. Any additional services tied to student academic needs: None	N/A	N/A	N/A	N/A

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.***

<table>
<tr><td colspan="2">SCHOOL GOAL # 2:

Benchmark will be determined next year.</td></tr>
<tr><td>Grade levels to participate in this goal:
English Learners in all grade levels.</td><td>Anticipated annual performance growth:
Improvement in the percent of students showing improvement on the ELPAC.</td></tr>
<tr><td>Means of evaluating progress toward this goal:
Incoming students identified as EL will take Reading and ELD diagnostic exams (RI and Green Dot Language Proficiency Benchmark)
Computer-adaptive, interim assessments will be administered three times per year (August/September, December & March) in Reading and Language Usage
Both the ILT and ELD teachers will examine the results of the interim assessments to identify EL students who are not scoring proficient or higher. Teachers will target instruction to support those students in reaching proficiency.
Performance tasks will be administered regularly.
Students requiring additional supports will participate in after school programming focused on reaching proficiency.
The ILT will review interim assessments and SAC will examine the results (disaggregated by sub-groups) to identify areas of strength and need, and to revise strategic plans.</td><td>Data to be collected to measure academic gains:
Incoming students identified as ELL will take Reading and ELD diagnostic exams (RI and Green Dot Language Proficiency Benchmark)
Computer-adaptive, interim assessments will be administered three times per year (August/September, December & March) in Reading and Language Usage
Both the ILT and ELD teachers will examine the results of the interim assessments to identify ELL students who are not scoring proficient or higher. Teachers will target instruction to support those students in reaching proficiency.
Performance tasks will be administered regularly.
Students requiring additional supports will participate in after school programming focused on reaching proficiency.
The ILT will review interim assessments and SAC will examine the results (disaggregated by sub-groups) to identify areas of strength and need, and to revise strategic plans.</td></tr>
</table>

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

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source

Required Activities	**1. The programs and activities to be developed, implemented, and administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122** The school currently provides the following basic instructional services to students identified as English Learners: • **<u>Designated ELD</u>**: Instruction in Designated ELD is based on ELD grade and proficiency level standards and is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction. o All ELs will receive a designated support based on their level of proficiency, grade level and school offering. Options include: ELD Read180, ELD Academic English Essentials, Sheltered ELA, ELD Curriculum Skills or EL Advisory/College readiness. o Designated ELD teachers receive professional development and planning days that focus on effective use of the ELD Standards, ELA/ELD Framework, Green Dot's Designated ELD Instructional Principles and strategies that support students to develop proficiency in reading, writing, listening and speaking skills. o **Supplemental** instructional coaching will be provided to ensure teachers are receiving differentiated support. o Designated ELD content courses are taught by teachers with the appropriate state authorizations. • **Integrated ELD**: Instruction in Integrated ELD is based on content Common Core State Standards in conjunction with the ELD Standards and is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction. o All English learners will receive Integrated ELD in all content classes throughout their school day o Integrated ELD teachers will receive professional development that focuses on the ELD Standards, Green Dot's Integrated ELD Instructional Principles, the ELA/ELD Framework and strategies that support students to develop proficiency in reading, writing, listening and speaking within the content area. o Integrated ELD content courses are taught by teachers with the appropriate state authorizations.	Administrator, ELA Lead, Counselor and Green Dot ELD Specialist meeting annually (3 hours) to review student achievement data and determine programming. ELD Teacher Professional Development (18 hours over 3 full-day sessions) will support teachers to implement a research-based ELD program	1100 -- Certificated Salaries 3401 -- Benefits 1130 -- Instructional Leadership Stipends 4100 -- Textbooks and Curricula Materials 4300 -- Materials and Supplies	$31,704 $4,075 $740 $4,372 $2,249	Title III General Fund

	2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for: • **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)** • The campus ILT will review the progress of EL students twice per year to make recommendations for program supports, student placement, individual student supports. • The DELAC will review the progress of EL students twice per year. Committee members will participate in training that will provide the necessary skills and practices for carrying out the following responsibilities: o Advise and assist the Principal and staff on the development, implementation and evaluation of programs for English Learners o Recommend a budget with sufficient funds for the implementation of programs for English Learners and for DELAC o Participate in any school needs assessments that bear on programs for English Learners o Assist with efforts to make parents aware of the importance of regular school attendance and maintenance of home language literacy o Review the school's annual ELPAC results and reclassification rates o Assist in the development of the school's LCAP • District EL Coordinators and Director of Literacy programs will create and utilize a school site EL Support rubric for assessing school site's needs related to programs, student placement, professional development, progress monitoring and parent involvement. • The Green Dot Education Team will review progress of EL students once per year at a program review.	ILT (Campus Administrator and 5 Department Chairs) conduct Bi-Annual data review to make decisions about placement, intervention, and programming, DELAC (Campus administrator and parents of ELD students) meet twice per year (4 hours) to oversee ELD programs. This may be facilitated by the EL Lead. Program Review (Administrators and Green Dot Education Team for 3 hours) meeting to review student achievement data, teacher evaluation scores, strategic plans, curriculum and instruction.	1100 -- Certificated Salaries 3401 -- Benefits 1300 -- Administrator Salaries	$10,568 $1,358 $2,122	General Fund

	3. How the SSD will promote parental and community participation in LEP programs
	
	• The DELAC will invite parents to review student achievement data and make recommendations for programmatic improvements
	• EL Leads (a school site teacher position) are tasked with utilizing DELAC as an opportunity to engage parents in a meaningful way by:
	  o Co-creating a vision for the year
	  o Co-creating and implementing authentic roles for DELAC that meet the needs of the school site
	  o Educating parents on the daily opportunities they have to engage their students with Literacy at home
	• Providing the opportunity for parents of English Learners to attend the CABE Conference in order to involve parents and build their capacity as leaders at the school sites
	• School sites will provide professional development opportunities to parents such as the use of PIQE to focus on developing parents' capacity to engage in their child's school at a deeper level by recognizing that the educational system faces many challenges.
		DELAC meetings (2 hours each) will be held three times per year.	2200 -- Classified Salaries	$973	General Fund

	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: • **English proficiency** • **Academic achievement in the core academic subjects** Provide high quality language instruction 1. Utilize high quality and research-based ELD Materials that focus on students' ability to effectively develop language skills and increase proficiency with the ELD Standards. Materials utilized are based on Designated ELD course offerings. Material options are: a) English 3D Materials b) Sheltered ELA Core Novels c) Read180 Universal d) Imagine Learning Software 2. Provide high quality professional development to designated ELD teachers during summer PD, one full day of Designated ELD PD during the school year and through All Green Dot Days (3 pupil free days throughout the year). 3. Conduct instructional coaching with Designated ELD teachers that focuses on providing differentiated supports to assist teachers to effectively utilize the ELD Standards and key features of Designated ELD to support language proficiency growth in all ELs	Literacy Intervention Teachers participate in ongoing instructional coaching with a Green Dot Curriculum Specialist (4 hours per month) ELD Teacher Professional Development (18 hours over 3 full-day sessions) will support teachers to implement a research-based ELD program	5830 -- Shared Service Fee 1100 -- Certificated Salaries 3401 -- Benefits	$7,861 $10,568 $1,358	General Fund

Required Activities	**5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:** **a. designed to improve the instruction and assessment of 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** In order for administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they will participate in a comprehensive standards-based professional development program. Funds will be used to design a professional development plan that will integrate research and scientifically-based theory with high quality instructional practices and to train the EL Leads, administrators and department chairs at each school site to deliver PD to their teaching peers. **The content of this plan will include the development of:** • Green Dot's Integrated ELD Instructional Principles and the use of the ELD Standards • strategies to identify potential interference between the primary language and English • a vast repertoire of strategies for literacy instruction • scientifically-based, research-based best practices for reading comprehension • routines and tools for planning and implementing explicit language instruction • the ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking • an understanding of the role of assessment in guiding and evaluating instructional and programmatic practices • the use classroom data to differentiate instruction and evaluate the efficacy of instruction The Professional Development plan will provide extensive, on-going, mandatory training for all teachers utilizing the ELA/ELD Framework, ELD standards, Common Core State Standards, Charter school standard curricula and adopted materials, and standards-based instruction and materials. Differentiation for teachers at different levels of development will be extended during individual coaching sessions.	All Teachers Professional Development (Quarterly for 90-minutes) will receive professional development focused on supporting ELL students across the curriculum.	5830 -- Shared Service Fee 1100 -- Certificated Salaries 3401 -- Benefits	$7,861 $10,568 $1,358	General Fund Title II

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
1. SSD informs the parent/s of an LEP student of each of the following (per Title III, Section 3115 (d)(6) and 20 United States Code (U.S.C.) Section 6312): 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 (Response on next page)	Administrator, counselor and School Operations Manager (during Summer bridge and twice per year – 5 days) will review student records, complete student registration, and ensure that students are placed in the appropriate academic program.	1100 -- Certificated Salaries 1200 -- Counselor Salaries 3401 -- Benefits 5825 -- Non-Instructional Software and IT 5905 -- Postage	$31,704 $1,739 $4,075 $944 $360	General Fund

(continued) Families of students whose primary language is not English will receive the following notifications: 1. Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian. 2. Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program shall receive notification of the assessment of his/her child's English proficiency. The notice shall include the following: A. The reason for the student's classification as English language learner B. The level of English proficiency C. A description of the program for ELD instruction, including a description of all of the following: a. The manner in which the program will meet the educational strengths and needs of the student b. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards c. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English language learner students, and the expected rate of graduation from secondary school if Title I funds are used for students in secondary schools d. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP 3. Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program. 4. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered. 5. Parent/guardians also shall be notified of the results of any reassessments.				

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
• Teacher leaders, school leaders, and Green Dot Education Team members meet periodically to analyze student achievement, teacher evaluation, and stakeholder feedback data (from students and teachers) to determine teacher professional development needs. • Professional development sessions align to the standards set forth by the National Staff Development Council standards • Professional development sessions are designed to differentiate for developing and highly effective teachers • Professional development sessions offer a theoretical framework, opportunities for application, and clear next steps for teachers • Teachers participate in peer observation, lesson analysis and lesson for study aligned to professional development focus areas • Teachers participate quarterly in Green Dot-wide professional development sessions that encourage content collaboration • Teacher leaders and administrators are provided with ongoing professional development and training focused on developing their capacity to develop and deliver effective professional development	• Student achievement, teacher evaluation and stakeholder feedback data indicate a need for focused professional development in the following areas (from College Ready Teaching Framework rubric) • Implementation of Instructional Strategies: Questioning • Implementation of Instructional Strategies: Academic Discourse • Implementation of Instructional Strategies: Group Structures

Performance Goal 3: ***By 2018-2019, all students will be taught by highly qualified teachers.***	
SCHOOL GOAL # 3: By ***2018-2019***, all students will be taught by highly qualified teachers.	
Student groups and grade levels to participate in this goal: • All students	Anticipated annual performance growth for each group: • 100% of teachers will be highly qualified in accordance with California's State Plan for the implementation of the Every Student Succeeds Act, if applicable • 10% growth in the number of teacher evaluation scores deemed to meet or exemplify instructional standards
Means of evaluating progress toward this goal: • Annual audit of teacher credentials • Annual review of teacher evaluation scores (including a bi-annual review of teacher observation scores)	Data to be collected to measure academic gains: • The Green Dot Human Resources and Human Capital departments will conduct an annual audit to ensure that teachers meet required credentials • The Green Dot Education team work meet with campus leaders twice annually to review teacher evaluation data as well as teacher performance remediation plans

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: • The school will offer professional development and coaching to ensure that teachers can effectively implement a standards-aligned curriculum • The Green Dot Education team will conduct an annual audit of	The ILT (Administrators and Department Chairs) provide weekly professional development sessions (90 minutes each week) to ensure that teachers	5830 -- Shared Service Fee 1100 -- Certificated Salaries 3401 -- Benefits 1300 -- Administrator	$7,861 $10,568 $1,358 $2,122	General Fund

core courses to ensure that they align to state standards • Teacher leaders, school leaders, and Green Dot Education Team members will meet periodically to analyze student achievement, teacher evaluation, and stakeholder feedback data (from students and teachers) to determine teacher professional development needs	effectively implement the curricular program. Departments participate in quarterly meetings (4 sessions of 90-minutes) to analyze student achievement data and consider programming adjustments. Program Review (Administrators and Green Dot Education Team for 3 hours) meeting to review student achievement data, teacher evaluation scores, strategic plans, curriculum and instruction.	Salaries		
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: To ensure the ongoing development of best practices and a robust professional learning community, staff learning also includes the following components: • Professional development sessions align to the standards set forth by the National Staff Development Council standards • Professional development sessions are designed to differentiate for developing and highly effective teachers • Professional development sessions offer a theoretical framework, opportunities for application, and clear next steps for teachers • Teachers participate in peer observation, lesson analysis and lesson for study aligned to professional development focus areas	Principals and Assistant Principal Professional Development (90-minutes each over 10 months) participate in organization-wide trainings aimed at building capacity to develop and execute effective professional development Green Dot Education Team members	5830 -- Shared Service Fee 1300 -- Administrator Salaries	$15,722 $2,122	General Fund

• Teachers participate quarterly in Green Dot-wide professional development sessions that encourage content collaboration	observe weekly professional development sessions (1-2 times per year) to ensure that professional development meets expectations.			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: • Multiple data sources are used to determine a school's professional development focus: student achievement data, teacher evaluation data, stakeholder feedback data, and professional development exit slip feedback. • The analysis of student achievement data will include a review of specific subgroup populations (ELD, SES, ethnicity and SPED). School-wide strategic plans and professional development plans will consider weaknesses in the achievement of specific populations of students. Programs, professional development, and coaching will be provided in the strategic plans to close the achievement gap. • All professional development and coaching sessions will explicitly align to indicators on the teacher evaluation rubric. • In addition to analyzing multiple sources of data to determine the professional development focus, the school will reflect on teacher evaluation data to evaluate the success of professional development opportunities. • Members of the Green Dot Education Team will observe professional development sessions and provide an evaluation based on the Green Dot Professional Development Rubric.	Principal & Assistant Principal Professional Development (18 hours per year) offers an opportunity for leaders to analyze school data, create strategic plans, and implement data analysis and reflection processes. The teacher evaluation system considers the following data: observation, student stakeholder feedback and student achievement data. GD Education Team members observe weekly professional development sessions (1-2 times per year) to ensure that professional development meets expectations.	1300 -- Administrator Salaries 5830 -- Shared Service Fee	$10,608 $15,722	General Fund IDEA
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: The school will ensure that professional development activities are	Program Review (Administrators and Green Dot Education Team for 3 hours) meeting to review	Expenses listed in other parts of plan	Expenses listed in other parts of plan	General Fund

coordinated to address staff needs in assisting all students to meet or exceed state academic achievement standards. Activities will be designed to help teachers integrate standards based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes.	student achievement data, teacher evaluation scores, strategic plans, curriculum and instruction.			
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: Teacher professional development activities will be based on the recommended practices of Green Dot, which may include: • Teachers will participate in 10 full days of professional development annually. Three full days will offer an opportunity for content teachers to collaborate with peers on other campuses. The remaining seven days of professional development will be provided at the campus level. • Teachers will participate in 90-minutes of campus staff development each week. • Teachers will participate in bi-weekly department meetings to review data, plan curriculum and reflect on best practices. • Teachers will participate in two half-day Green Dot Collaboration Days (half days) focused on content-specific professional development. • Teachers may participate in peer observation processes, lesson analysis, and lesson for study programs Principals will participate in the following professional development programs: • Principals and Assistant Principals will attend a 2-day summer retreat and monthly professional development (facilitated by Green Dot Education Team members) focused on the development of skills in the following areas: instructional leadership, people management, resource management, problem-solving and community leadership. • Each month Principals and Assistant Principals will attend a 3-hour Key Results training during which they will observe Green Dot classrooms and calibrate observational evidence collection and scoring	Teachers participate in 10 full days of professional development each year and approximately another 4 hours of shortened professional development each month. Principals and Assistant Principals attend a 2-day summer training, participate in a full day of professional development each month, and receive an average of 4-hours per month of direct leadership coaching.	1100 -- Certificated Salaries 3401 -- Benefits 1300 -- Administrator Salaries 5830 -- Shared Service Fee	$42,272 $1,358 $1,061 $7,861	General Fund

• Principals and Assistant Principals will participate in bi-weekly coaching sessions with the Green Dot area superintendent to receive coaching.				
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: The school will ensure that technology-focused professional development aligns with both the school and Green Dot needs assessments for professional development. This assessment will focus on how to ensure that all students are provided with a rigorous, differentiated, and standards-aligned academic program.	Green Dot offers technology focused professional development on an as needed basis. In addition, it offers individual coaching on the use of technology in the classroom.	Expenses listed in other parts of plan	Expenses listed in other parts of plan	General Fund
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.): GDPS employs an Instructional Technology Coordinator responsible for training teachers to integrate technology into curricula and instruction.	Teachers and Administrators are encouraged to access the services of the Green Dot Instructional Technology Coordinator on an as needed basis.	Expenses listed in other parts of plan	Expenses listed in other parts of plan	General Fund
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: • The school's SAC is comprised of teachers, principals, paraprofessionals, and parent representatives as well as instruction staff. • The school has an ILT tasked with analyzing multiple sources of data to determine the school's professional development focus. The recommendations of the ILT are presented to the SAC. • Together these groups, conduct an annual needs assessment, establish professional development goals and schedule that are tied to improving teachers' and Green Dot's knowledge and organizational support for improved teaching and learning.	The SAC (10 meetings for 2 hours)comprised of one administrator, 4 teachers, parents and students, will review student data and the SSD plan, and make adjustments as needed. The ILT (Administrator and Department Chairs) will review student	Expenses listed in other parts of plan	Expenses listed in other parts of plan	General Fund

	data and make recommendations for student intervention, programmatic changes, and professional development (6 hours over 2 meetings)			
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. How the SSD will provide training to enable teachers to: a. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency 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 A. Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families. B. The school has a School Culture Team to provide teachers with school-wide and classroom behavior management skills. Further, Green Dot's clinical services team provides schools with training on the Response to Intervention model (RtI) to ensure early and appropriate academic intervention for students. C. The school fosters parental involvement through monthly parent meetings, parent education programs, parent service hours, access to PowerSchool (student grading system), and School Advisory Council. D. GDPS and the school ensures that data analysis and action planning are incorporated into ongoing professional development	School Culture Team Professional Development (A team of one administrator and 3-4 teachers) create strategic plans to ensure a positive school culture (6 hours, 5 times per year) School Culture Teacher Training (Quarterly for 60-minutes). School Culture Team members provide professional development to all staff members to ensure a positive school culture.	1100 -- Certificated Salaries 3401 -- Benefits 5800 -- Professional Consulting Fees (for professional development providers) 1300 -- Administrator Salaries 5830 -- Shared Service Fee	$5,284 $679 $945 $1,061 $3,931	Title II General Fund

sessions. On at least a quarterly basis, teachers analyze and reflect on student achievement data and create plans for improvement.				
10. How the SSD will use funds under this subpart to meet the requirements of Section 1119: • The school will offer teachers the BTSA program. BTSA will provide opportunities for teachers to apply the basic principles, theories, and methods learned during earlier credential coursework in actual classroom practice. Participants will also work with a support provider and engage in reflective conversations and activities to move their practice forward. • The school will participate in an interim assessment program. The training shows teachers how to administer assessments read the data and design instruction to meet the student needs identified through the data.	Teachers are offered an opportunity to participate in the Green Dot BTSA program (2 years)	Expenses listed in other parts of plan	Expenses listed in other parts of plan	General Fund

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

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

This section of the plan is intended to reflect the SSD's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the SSD's efforts to ensure that all students have equal access to advanced placement (AP) opportunities***. This page does not apply to districts with no secondary students.***

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	1. All students complete academic plans upon enrollment. 2. Parents are notified of Graduation requirements. 3. Counselors are assigned to all students, and schedule annual meetings to assess progress. 4. Notices are sent to parents concerning progress; conferences are scheduled when needed.	All students	Counselors and administrators at enrollment 2. Administrators and parents/ annually 3. Counselors ongoing 4. Administrators counselors and parents/as needed	The school will have a graduation rate of 95% or above.	General Fund
5.2 (Dropouts)	1. Student council, intramural athletic teams, various Clubs and alternate activities 2. Counselors are assigned to all students, and schedule annual meetings to assess progress. 3. Parent Guardian intervention meetings with student 4. Student intervention after high truancy or absenteeism	1) All at risk students	1) All at risk students 2) Assistant Principal 3) Key core instructors 4)Parent/Guardians	Dropouts will be less than 5%	General Fund

5.3 (Advanced Placement)	Honors/AP Classes	1) Students whose parents/relatives have not attended higher education 2) Students of Hispanic ancestry 3) All students	Administration and Faculty	1. The number of students enrolled in Honors/AP classes will increase by 20%. 2. The number of EL students in AP classes will increase by 50%	General Fund

Additional Mandatory Title I Descriptions

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

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).	
	Description of how the SSD is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	Please refer to the following: • Performance Goal 1A • Performance Goal 1B • Performance Goal 2 • Performance Goal 3 • Performance Goal 5 Please refer to needs assessment/comprehensive plan on page 8.
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:	Please refer to the following: • Performance Goal 1A • Performance Goal 1B • Performance Goal 2

• 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.	• Performance Goal 3 • Performance Goal 5

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the SSD is meeting or plans to meet this requirement:
If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	N/A

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the SSD will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the SSD is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	We send a letter in the beginning of the school year that explains our PI status and notification that students attending a PI school have the right to request a transfer of their children to a non-PI school. Students enrolled in charter schools have the option of returning to their "home" public school. If the home public school is a PI school, the student may request a school transfer to a non-PI school in the home district by contacting the district. The home district will pay for transportation costs. The number of students who can transfer with paid transportation may be limited by the amount of money available to pay for transportation costs. If there is not enough money available, the lowest-achieving students from low-income families will be given priority. However, you can always request a school transfer to a non-PI school **without** paid transportation.
Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Although parents have the right to request a transfer of their child to a non-PI school in the home district, a non-PI school is currently not available at the child's grade level within the district, and unfortunately, neighboring districts are not accepting students for transfer from our district. Therefore, we are offering after-school tutoring services for those students who need additional help at your child's school.

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the SSD is meeting or plans to meet this requirement:
Describe the SSD's strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The school will hire a diverse faculty composed of the best teachers available. We will achieve this goal by continuing our national search to hire the finest teachers. This includes contacting the top graduate and education programs in the country and publicizing the school to experienced teachers. Given GDPS' extensive interview process and variety of leadership positions available at our schools, our teaching staff is a combination of veteran and first time teachers creating a synergy of tested and new strategies for academic achievement.
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.	Families are invited and expected to participate in their children's education experience at the school. Family involvement in a student's education is one of the most important ingredients to student success and GDPS is committed to actively integrating parents/guardians into all aspects of their students' school experience. Education programs are an important part of the parent participation program as many of the parents in the GDPS network are unfamiliar with what a college preparatory school experience is like and must be educated on it in order to best support their children.

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services In the space below, please describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.	
	Description of how the SSD is meeting or plans to meet this requirement:
Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.	Please refer to the following: • Performance Goal 2 • Performance Goal 3

Part III
Assurances and Attachments

Assurances

Signature Page

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 <u>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))</u> 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.

<u>New</u> 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.

_____
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