(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 Jackie Robinson Charter High School**

County/District Code: 19-64733-0111583

Dates of Plan Duration (should be five-year plan): **July 1, 2016 – June 30, 2021**

Date of Local Governing Board Approval: June 29, 2016

District Superintendent: Cristina de Jesus

Address: 1149 S. 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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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
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
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	$228,016	$228,016	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	$3,033	$3,033	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	$0	$10,862	$10,862	100%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	$0	$112,914	$112,914	100%
21st Century Community Learning Centers				
Other (describe)				
TOTAL	$0	$354,825	$354,825	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

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
Animo Jackie Robinson Charter High School (AJR) 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
AJR is dedicated to the core values of Green Dot Public Schools (GDPS):

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 college, leadership and life.

BACKGROUND
AJR opened in 2006 in an urban residential and industrial area that is economically challenged. The ethnic distribution in the 90002 zip code is: 11 % African American and 54% Latino, 39% White, and 15% Asian. The median household income is $27,532. In this community, 44 % of the families and 44% of the individuals live below the poverty line. Of persons aged 22.6 years or more within the 90007 zip code, 44% have a high school diploma, and 15% have achieved a bachelor's degree or higher. This community has historically high levels of poverty and unemployment, which have facilitated generational poverty as well as gang affiliations, crime, and violence.

DEMOGRAPHIC INFORMATION: 2016-2017
Below is a description of 2016-2017 student demographics at Animo Jackie Robinson Charter High School:

- ENROLLMENT: 597 students in grades 9 through 12
- ETHNICITY:
  - 95.8% of students are Latino
  - 4.0% of students are African-American
  - 0.2% Other
- SOCIO-ECONOMIC STATUS (SES): 98.5% of students participate in the Free and Reduced Lunch Program
- ENGLISH LANGUAGE LEARNERS: 15.6 % of students are identified as English Language Learners

Performance Goal 1A: ***All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2016-2017.***

<table>
<tr><td colspan="2">SCHOOL GOAL #1:
Each year, the percentage of students Meeting/ Exceeding Standard on the ELA section of State standardized tests will increase by 2%.</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:
• School will target an increase of 2%</td></tr>
<tr><td>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 SRI will be administered 3 times per year to students enrolled in the Literacy Intervention course (students reading below grade level enroll in this course)
• 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:
• ELA interim assessment data
• Smarter Balanced (SBAC) results for ELA
• Performance tasks for ELA
• SRI scores of students enrolled in Literacy Intervention</td></tr>
</table>

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: AJR 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
  • 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 (GDPS) will provide administrators with training to ensure they can appropriately evaluate and coach teachers in their respective content areas
	ELA Department Chair Professional Development (16 hours during summer and quarterly) will support school to 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.
		1000 – Certificated Salaries
		
		3000 – Benefits
		
		4300 - Materials & Supplies
			$20,133	Title I
				Title II
				General Fund

2. Use of standards-aligned instructional materials and strategies:
• AJR 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.
• AJR will adhere to an instructional materials 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
	Administrator, Counselor and ELA Department Chair will meet (12 hours twice per year) to determine student placement.
	
	ELA Teachers (3 hours) will meet to determine course offerings and review curricular materials
	
	ELA Teachers (6 hours, quarterly)
		1000 – Certificated Salaries
		
		3000 – Benefits
		
		5800- Contract
			$25,871	Title I
				Title II
				General Fund

• Ensures that students are given college-ready writing and critical reading skills. • AJR 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.	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.	ed Substitute Services		
3. Extended learning time: AJR 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) in the 9th grade. • In addition to their grade level English course, proficient students will be placed in a second block of enrichment (Drama, Composition or Advanced Composition) at each grade level when available. Student placement will be determined through the following measures: historical achievement data, SRI scores, CELDT scores, and the GAINS test, and consultation with parents/guardians.	Literacy Instructors (3.0 FTE per campus) will be hired to teach intervention courses.	1000 – Certificated Salaries 3000 – Benefits	$139,700	Title I Title II General Fund
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)	4000 – Books and Supplies 7000 – Other Outgo	$111,533	Title I 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	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	1000 – Certificated Salaries 3000 – Benefits	$76,920	Title I Title II General Fund

professional development opportunities	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 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 AJR 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 AJR Instructional Leadership Team (ILT), made up of department chairs, will review student data and make recommendations to the SAC • AJR will host two parent conferences and offer an opportunity to allow parents to review student achievement data • Parents will receive quarterly report cards	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).	1000 – Certificated Salaries 3000 – Benefits	$5500	General Fund
7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): • AJR will offer a summer bridge program for all incoming 9th grade and transfer students • AJR will offer IEP transitional services • AJR will offer after school programs focused on literacy enrichment • AJR 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)	1000 – Certificated Salaries 3000 – Benefits	$483,686	Title I IDEA General Fund
8. Monitoring program effectiveness: • R180 and S44 teachers will administer the SRI test to monitor student lexile growth. • ACPA will participate in all phases of the state's standards-based assessment system, including the California Measure of Academic Performance & Progress (CAASP, CELDT)	Teachers administer assessments quarterly (1 day each) ELA Teachers administer CAASP exams (1 day); Administrators and teachers administer CELDT (2	1000 – Certificated Salaries 3000 –	$240,209	Title I General Fund

• 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	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.	Benefits 7500-Shared Service Fee		
9. Targeting services and programs to lowest-performing student groups: • Students 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 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.	1000 – Certificated Salaries 3000 – Benefits	Expenses listed in other parts of plan	Title I General Fund

Performance Goal 1B: ***All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2016-2017.***

<table>
<tr><td colspan="2">SCHOOL GOAL:
Each year, the percentage of students Meeting/ Exceeding Standard on the Math section of State standardized tests will increase by 2%.</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:
• School will target an increase of 2%</td></tr>
<tr><td>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: AJR 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
  • Includes additional Math Intervention courses - with explicit entrance and exit criteria - to ensure students reach college readiness
  • 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
  • GDPS 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.
		1000 – Certificated Salaries
		
		3000 – Benefits
			$3,552	Title I General Fund

2. Use of standards-aligned instructional materials and strategies:
• AJR 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.
• AJR will adhere to an instructional materials 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 to master standards
• AJR 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.
	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
		1000 – Certificated Salaries
		
		3000 – Benefits
		
		5800- Contracted Substitute Services
			$24,576	Title I General Fund

	organization wide, content-specific training (21 hours over 2 full and 3 half days) focused on developing instructional strategies.			
3. Extended learning time: AJR will offer the following opportunities for extended learning time: • In addition to their grade level Math course, students in need of additional supports will be placed in a second block of math intervention • Student placement will be determined through the following measures: historical achievement data, monthly interim assessment scores, and consultation with parents/guardians.	Math Intervention (2.0 FTE per campus) will be hired to teach intervention courses.	1000 – Certificated Salaries 3000 – Benefits	$139,700	Title I General Fund
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)	1000 – Certificated Salaries 3000 – Benefits	Expenses listed in other parts of plan	Title I 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 effectively teach math standards • GDPS 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.	1000 – Certificated Salaries 3000 – Benefits	Expenses listed in other parts of plan	Title I General Fund
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): • Semi-annually, the AJR 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 AJR Instructional Leadership Team (ILT), made up of Department Chairs,	School Advisory Council (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.	1000 – Certificated Salaries 3000 –	Expenses listed in other parts of plan	Title I General Fund

will review student data and make recommendations to the SAC • AJR will host two parent conferences and offer an opportunity to allow parents to review student achievement data • Parents will receive quarterly report cards	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)	Benefits		
7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): • AJR will offer a summer bridge program for all incoming 9th grade and transfer students • AJR will offer IEP transitional services • AJR will offer after school programs focused on math remediation and enrichment • AJR 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)	1000 – Certificated Salaries 3000 – Benefits	$17,199	Title I General Fund
8. Monitoring program effectiveness: • ACPA will participate in all phases of the state's standards-based assessment system, including the CELDT, CAASP • 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	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.	1000 – Certificated Salaries 3000 – Benefits	Expenses listed in other parts of plan	Title I General Fund

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.	1000 – Certificated Salaries 3000 – Benefits	Expenses listed in other parts of plan	Title I General Fund

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: 62% of ELL students will advance at least one performance level on CELDT/ELPAC.*</td></tr>
<tr><td>Grade levels to participate in this goal:
• All ELL students.</td><td>Anticipated annual performance growth:
• All ELL students.</td></tr>
<tr><td>Means of evaluating progress toward this goal:
• Incoming students identified as ELL will take Reading and ELD diagnostic exams (SRI and GAINS)
• Interim Assessment 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.
• The SRI will be administered 3 times per year to students enrolled in the Literacy Intervention and/or ELD course
• 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:
• Interim assessment results from ELA grades.
• SRI scores of students enrolled in Literacy intervention or ELD</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 the these funds to meet all annual measurable achievement objectives described in Section 3122** AJR currently provides the following basic instructional services to students identified as English Learners: • Structured English Immersion (SEI): EL students in the country five or fewer years who have been assessed on the CELDT and found to be at "less than reasonable levels of fluency in English" (CELDT levels 1 – 3) receive daily designated instruction in ELD and access to core content subjects through SDAIE or primary language instruction. ELD instruction focuses on listening, speaking, reading and writing in English, is targeted to the students' levels of proficiency in English, and is based on the ELD standards. Long-term English Learners (i.e., those in U.S. schools more than five years) receive sheltered ELA instruction, as well as supplemental literacy intervention (such as Read 180 (as needed. Core content instruction for both newcomers and long-term English Learners is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE content courses are taught by teachers with the appropriate state authorizations. • English Language Mainstream (ELM): students who have been assessed on the CELDT and have found to be at "reasonable levels of fluency in English" (CELDT levels 4 – 5 needs, and grade-level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the ELM program. Teachers who work with EL students in the ELM program possess 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	1000 – Certificated Salaries 3000 – Benefits 5800- Contracted Substitute Services	$12,689	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 ELD students twice per year to make recommendations for program supports, student placement, individual student supports. • The DELAC will review the progress of ELD students twice per year. Committee members will participate in training that will provide the necessary skills and practices for carrying out the following responsibilities: ▪ Advise and assist the principal and staff on the development, implementation and evaluation of programs for English Learners ▪ Recommend a budget with sufficient funds for the implementation of programs for English Learners and for ELAC ▪ Participate in any school needs assessments that bear on programs for English Learners ▪ Assist with efforts to make parents aware of the importance of regular school attendance and maintenance of home language literacy ▪ Review the school's annual CELDT results and language census (R30) • The Green Dot Education Team will review progress of ELD 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.	1000 – Certificated Salaries 3000 – Benefits	$2,028	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	DELAC meetings (2 hours each) will be held three times per year.	1000 – Certificated Salaries 3000 – Benefits	Expenses listed in other parts of plan	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** AJR offers daily ELD and SDAIE and/or primary language instruction in the core academic subjects in its SEI, ELM and alternative programs for the EL students. Program goals promote high expectations for student success while developing a positive self-concept in students. Standards-aligned content curricula and instruction are implemented at all sites. Ongoing monitoring of student progress takes place on a regular basis through grade level monitoring (Tier 1 of the RTI process, with close attention paid to the achievement of our AYP goals.) ELD: Each EL student, upon assessment for language proficiency level, receives daily, targeted instruction in ELD or sheltered ELA appropriate to his/her level of fluency in English throughout each 90-110 minute block. ELD is taught by a qualified teacher using a pacing guide written by Green Dot personnel for Hampton-Brown Edge materials. Each EL student currently receives access to core content through specially designed academic instruction in English (SDAIE) or in Spanish parent waiver required). If numbers are less than 15, EL students at less than reasonable fluency in English are grouped together within their grade level for SDAIE instruction. If numbers are greater than 15, EL students are distributed across the content sections taught by the most qualified content teachers. Each EL student receives either a single block of sheltered ELA (long-term English Learners) or a double block of ELD (newcomers). In addition, long-term English Learners performing Far Below Basic or Below Basic in reading receive either Read 180 or a more intensive literacy intervention.	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	1000 – Certificated Salaries 3000 – Benefits	$8, 226	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. Title II funds will be used to design a professional development plan that will integrate research and scientifically-based theory with high quality instructional practices. The content of this plan will include the development of: • 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 • 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 at all levels on the Reading/Language Arts framework, ELA standards, ELD standards, California content 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.	1000 – Certificated Salaries 3000 – Benefits	$7,428	General Fund

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 Sec. 3302 of NCLB): the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; 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; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; 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; in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; information pertaining to parental rights that includes written guidance detailing: the right that parents have to have their child immediately removed from such program upon their request; the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available ; the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD 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.	Administrator, counselor and School Operations Manager (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.	1000 – Certificated Salaries 3000 – Benefits	$5,400	General Fund

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 2016-2017, all students will be taught by highly qualified teachers.***	
SCHOOL GOAL # By 2016-2017. , 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 NCLB • 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 Department will conduct an annual audit to ensure that teachers meet required credentials • The Green Dot Education team will 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: • AJR 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 core courses to ensure that they align to state standards • 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	The ILT (Administrators and Department Chairs) provide weekly professional development sessions (90 minutes each week) to ensure that teachers 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.	1000 – Certificated Salaries 3000 – Benefits	Expenses listed in other parts of plan	Title I General Fund
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	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	1000 – Certificated Salaries 3000 – Benefits	Expenses listed in other parts of plan	Title II General Fund

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	Green Dot Education Team members 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, AJR 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.	1000 – Certificated Salaries 3000 – Benefits	Expenses listed in other parts of plan	Title II General Fund
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: AJR will ensure that professional development activities are 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.	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.	1000 – Certificated Salaries 3000 – Benefits	Expenses listed in other parts of plan	Title II General Fund

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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 60-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 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 • Principals and Assistant Principals will participate in bi-weekly coaching sessions with the Green Dot area superintendent	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.	1000 – Certificated Salaries 3000 – Benefits	$129,560	Title II General Fund
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:	Green Dot offers technology focused professional development on an as needed basis. In addition, it offers individual coaching on the use	1000 – Certificated Salaries 3000 –	Expenses listed in other parts of plan	Title II General Fund

AJR 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.	of technology in the classroom.	Benefits		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.) 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.	1000 – Certificated Salaries 3000 – Benefits	Expenses listed in other parts of plan	Title II 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. • AJR's SAC is comprised of teachers, principals, paraprofessionals, and parent representatives as well as instruction staff. • AJR 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.	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)	1000 – Certificated Salaries 3000 – Benefits	Expenses listed in other parts of plan	Title II General Fund

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. AJR partners with the Safe & Civil Schools organization 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. AJR 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 AJR ensures that data analysis and action planning are incorporated into ongoing professional development sessions. On at least a quarterly basis, teachers analyze and reflect on student achievement data and create plans for improvement.	Safe & Civil Team Professional Development (A team of one administrator and 3-4 teachers) meet with experts from the Safe & Civil Schools program to receive training and create strategic pans to ensure a positive school culture (6 hours, 5 times per year) Safe & Civil Teacher Training (Quarterly for 60-minutes). Safe & Civil Team members provide professional development to all staff members to ensure a positive school culture.	1000 – Certificated Salaries 3000 – Benefits 5800- Contracted Substitute Services	$15,402	Title II General Fund
10. How the SSD will use funds under this subpart to meet the requirements of Section 1119: • AJR 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	Teachers are offered an opportunity to participate in the Green Dot BTSA program (2 years)	1000 – Certificated Salaries 3000 – Benefits	Expenses listed in other parts of plan	Title II General Fund

work with a support provider and engage in reflective conversations and activities to move their practice forward. • AJR 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.				

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

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

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	1. 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 Funds
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) Principal 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
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.	Please refer to the following: • Performance Goal 1A • Performance Goal 1B • Performance Goal 2 • Performance Goal 3 • Performance Goal 5

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.	AJR 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 of 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 AJR. 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

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. 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.

10. 9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524.

11. 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:

1. 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.

2. 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.

3. Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.

4. Provide technical assistance and support to schoolwide programs.

5. 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.

6. Fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).

7. 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.

8. 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.

9. 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.

10. Develop and implement plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001.

11. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

12. Inform the school community of the SSD's authority to obtain waivers on the school's behalf under Title IX.

13. 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.

14. 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.

15. 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).

16. 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.

17. Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California *Education Code* Section 64001.

18. 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.

19. Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

TITLE I, PART D – SUBPART 2

1. 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.

2. 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.

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

TITLE II, PART A

1. 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

1. 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.
2. 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.
3. **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

1. 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.

2. The SSD will be accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

3. The SSD is complying with Section 3302 prior to, and throughout, each school year.

4. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

5. The SSD has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

6. 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.

7. 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

1. 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).

2. 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.

3. 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.

4. 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.

5. 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.

6. 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

1. 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

2. 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.

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

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

5. 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

1. 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)

2. 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

3. 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:

_____	_____	_____
Print name of school principal	Signature of school principal	Date
_____	_____	_____
Typed name of SAC chairperson	Signature of SAC chairperson	Date